



Syllabus
Behavioral Management and Positive Behavioral Supports for Students
with Autism Spectrum Disorders
1141-EEX5619VC1141-20307

GENERAL INFORMATION | IMPORTANT

INFORMATION | COURSE DETAIL | COURSE CALENDAR

GENERAL INFORMATION

PROFESSOR INFORMATION



Instructor: Dr. Kyle D. Bennett, BCBA

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Office Hours: W: 10:30 - 12:00, R 1:00 - 4:30 or by appt.

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COURSE DESCRIPTION AND PURPOSE

The Behavioral Management and Positive Behavior Supports For Students with Autism Spectrum Disorders (ASD) is the third of four courses related to the education of students with ASD. In this course, students will develop understanding, skills, and dispositions needed to develop and implement positive behavior support plans and to design behavioral management techniques for students with ASD. Specifically, students will complete functional assessments of behavior, behavior intervention plans, and conduct 20 hours of fieldwork with students with ASD.

COURSE OBJECTIVES

Upon completion of this course, students will have an understanding of the following:

- 1) The different functions of behavior.
- 2) The behavior-communication-visual strategy link.
- 3) Evaluation instruments used in functional assessments of behaviors.
- 4) The importance of environmental structures and visual systems on behavior.
- 5) How individual differences affect student behavior.
- 6) How to teach students to request and make choices to reduce behavior problems.
- 7) The different functions of communication.
- 8) Change in student behaviors.
- 9) The importance of self-management (e.g., to have students with autism manage their own behaviors, time, and personal life routines appropriately).
- 10) Identify different functions of behavior based on the completion of a functional assessment of behavior (FAB).
- 11) Develop a behavior intervention plan to change inappropriate behaviors identified through the FAB process.
- 12) Develop appropriate IEP goals and benchmarks based on a student's behavior intervention plan.
- 13) Develop visual strategies to improve communication and reduce inappropriate classroom behaviors.
- 14) Compare and contrast maladaptive social behaviors of students with autism from those of students with emotional handicaps.
- 15) Develop tools for teaching self-regulation and self-management.
- 16) Develop a variety of classroom strategies that will assist students with ASD expressing their feelings and understand difficult social situations.
- 17) Describe and evaluate several strategies used with students with ASD that will assist in handling specific emotional events in their lives.
- 18) Use existing literature to identify trends and controversies related to the social, communicative, community and life skills of people with autism.
- 19) Develop the belief that students with autism, including those who are culturally and linguistically diverse, can be successful learners.
- 20) Develop the belief that students with cognitive, academic, behavioral, sensory and language differences, including those who are culturally and linguistically diverse, can develop effective social skills.
- 21) Develop the belief that appropriate behavioral assessments guide effective behavioral interventions for students with autism.
- 22) Develop the belief that effective communication skills positively impact the social development of individuals with autism

COE CONCEPTUAL FRAMEWORK

The desired future of the College of Education (COE) at *Florida International University* is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community (Vision Statement of the Conceptual Framework of the College of Education - Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

PROGRAM STANDARDS/COMPETENCIES COVERED IN COURSE

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Florida Educator Accomplished Practices (FEAPs), and Florida Standards for Teachers of English for Speakers of Other Languages (ESOL).

IMPORTANT INFORMATION

POLICIES

Please review the [FIU's Policies](#) webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

This syllabus serves as both a contract and guide for this course. Some revisions, modifications, and/or substitutions may be made after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep open and ongoing communication with the professor.

Attendance Policy: It is expected that all students will be in attendance and on time for all class sessions. This is a class that requires active in-class participation from each member. If you miss a class, you are responsible for any materials given or changes made. You should notify the professor via e-mail of your absence as a professional courtesy. Furthermore, during class time, place all electronic devices on silent mode.

Make-Up Exam/Assignment Due Date Policy: Opportunities for make-up exams and/or assignments are limited to documented medical emergencies or personal emergencies pre-approved by the professor. **Any assignment turned in late and accepted by the instructor will result in an automatic reduction of 10% of the possible points for each day it is submitted late.**

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete "I" Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

[Academic Integrity Statement \(July 2007\)](#)

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is guilty of plagiarism.

Disability Resource Center

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

This course utilizes the following tools:

1. Adobe Connect
2. Webcam, headset, microphone for Adobe Connect sessions
3. Powerpoint, PDF

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Commitment Accessibility](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

COURSE PREREQUISITES

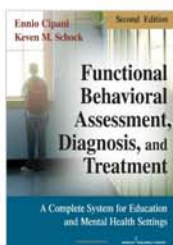
Review the [Course Catalog](#) webpage for prerequisites information.

PROCTORED EXAM POLICY

Please note that the information contained in this section applies only if your course requires a proctored exam.

Through a careful examination of this syllabus, it is the student's responsibility to determine whether this online course requires proctored exams. Please visit our [Student Proctored Exam Instructions](#) webpage for important information concerning proctored exams, proctoring centers, and important forms.

TEXTBOOK



Functional behavioral assessment, diagnosis, and treatment: A complete system for education and mental health settings

Cipani, E., & Schock, K. M.

Springer Publishing Company, New York. 2011

ISBN-0826106048

ISBN-978-0826106049

You may purchase your textbook online at the [FIU Bookstore](#).

Notes

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Students are expected to:

- Review the how to get started information located in the course content
- Introduce yourself to the class during the first week by posting a self introduction in the appropriate discussion forum
- Take the practice quiz to ensure that your computer is compatible with Blackboard
- Interact online with instructor/s and peers
- Review and follow the course calendar
- Log in to the course at least 3 times per week
- Respond to discussion boards, blogs and journal postings before the module ends.
- Respond to messages within 2 days.
- Submit assignments by the corresponding deadline

The instructor will:

- Log in to the course at least 3 per week
- Respond to discussion boards, blogs and journal postings within 2 days
- Respond to messages within 2 days
- Grade assignments within 5 days of the assignment deadline

COURSE DETAIL

COURSE COMMUNICATION

Communication in this course will take place via Messages.

Messages is a private and secure text-based communication system which occurs within a course among its Course members. Users must log on to Blackboard to send, receive, or read messages. The Messages tool is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their messages routinely to ensure up-to-date communication.

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post.

EXAMS

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz"

from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum [hardware requirements](#).

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance please contact [FIU Online Support Services](#).

Exams = 20 points each

There will be 6 exams (1 during each module). Exams may consist of multiple choice, true/false, and short answer questions. Exams will be fully online. Students must take the exam during the provided timeframe, and 30 minutes will be provided for each exam. The use of notes or books is not permitted. Please note that you cannot change answers even during the exam.

Please note that the following information only applies if your course requires the use of the Respondus LockDown Browser to take assessments.

- Review the [Respondus LockDown Browser Instructions](#) on how to install, access your assessments and view your grades.
- After installing the browser, please take the Practice Quiz to familiarize yourself with the testing environment and to ensure that you have downloaded the Respondus Lockdown Browser correctly.

ASSIGNMENTS

There are 230 points available in this course. The percentage of the points earned will constitute your grade. There will NOT be any extra credit activities or projects available.

A. Readings, Activities, and Participation

Students are required to complete assigned readings and activities during each online module by the due date, and be prepared to participate in any online class discussions.

B. Functional Behavior Assessment Report = 20 points (Each element is worth 5 points)

Submit this project to both Task Stream and the Black Board Drop Box. In groups, students will analyze a hypothetical case study provided by the instructor. From the data provided, students will determine the function of the behavior as well as describe any biological and environmental conditions associated with the behavior. Students will also describe the student's strengths, needs, and preferences. A typed written report is required that includes the following:

1. Precise definition of the target behavior.
2. Thorough description of the biological and/or environmental variables that evoke and abate the occurrence of the problem behavior.
3. Describe the student's strengths, needs, and preferences.
4. A summary of the function of the student's behavior.

Mastery (3 pts.)	Proficient (2 pts.)	Limited (1 pt.)
Paper that receives a minimum of 90% of the total points	Paper that receives a minimum of 80% of the total points	Papers that receive less than 80% of the total points

C. Behavior Intervention Plan Development = 30 points (Each element is worth 3 points)

Submit this project to both Task Stream and the Black Board Drop Box. Based on the above assessment report, students will develop a behavior intervention plan containing the following elements:

1. IEP goals and objectives related to the results of the Functional Behavior Assessment report.
2. Detailed antecedent strategies to prevent the problem behavior and to facilitate appropriate behaviors.
3. Detailed teaching plan for the replacement behavior as well as additional appropriate behaviors to supports the replacement behavior.
4. Detailed consequence strategies for increasing appropriate behavior and decreasing problem behavior.
5. Plan for generalization.
6. Plan for maintenance.
7. Crisis intervention procedures (if required).
8. Detailed procedures for data collection and detailed procedures for analyzing the student's appropriate and problem behaviors.
9. Detailed plan for monitoring the behavior intervention plan.
10. Parental consent statement and procedures for obtaining parental consent.

Mastery (3 pts.)	Proficient (2 pts.)	Limited (1 pt.)

Paper that receives a minimum of 90% of the total points	Paper that receives a minimum of 80% of the total points	Papers that receive less than 80% of the total points
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D. **Presentation** = 10 points

Submit this project to the Black Board Drop Box. Students will present their behavior intervention plans to the class via Adobe Connect. The presentations must contain prepared slides that are to be turned in to the instructor before the presentations.

E. **Discussion Posts** = 30 points

Students will respond to 6 discussion questions posted by the instructor by the due dates. Each discussion question post is worth 5 points. The following rubric will be used: (a) 2 points for accuracy of the answer, (b) 2 points for originality (meaning in your own words), and (c) 1 point for grammar.

F. **Exams** = 20 points each

There will be 6 exams (1 during each module). Exams may consist of multiple choice, true/false, and short answer questions. Exams will be fully online. Students must take the exam during the provided timeframe, and 30 minutes will be provided for each exam. The use of notes or books is not permitted. Please note that you cannot change answers even during the exam.

G. **Field Experience** = 20 points

Students are required to complete 20 hours of field experience in classrooms for students with ASD. A written summary is to be uploaded to task stream that describes the teacher's behavior management system for the group and for individual students. Do not collect data on students and do not include any person's name in the report.

Final letter grades are assigned based on the number of points earned in this course. Points are earned for each assignment that is completed and submitted in a timely manner. **Late assignments will be penalized by 10% of the grade for each DAY the assignment is not submitted.**

Please note that the following information only applies if your course requires the use of Turnitin to submit your assignments.

- Review the detailed [Turnitin Instructions](#) on how to submit your assignments and how to review the Grademark comments (feedback) from your professor.

TASKSTREAM ARTIFACT 3 POINT RUBRIC

TaskStream is the College of Education's (COE) web-based electronic portfolio application that will allow you to upload and share selected work via the World Wide Web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. Since the Fall 2008, all students enrolled in the COE are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the College. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: <http://education.fiu.edu/taskstream/>

This course requires that students complete a field experience report. This assignment must be successfully uploaded to TaskStream after the professor's approval. If the assignment is not uploaded in a timely manner or the assignment is of poor quality, the student will receive an "F" in the course.

Your enrollment code for this Spring 2014 semester is:

FIELD EXPERIENCE REQUIREMENT

Students must complete a minimum of twenty (20) hours of field experience in a school assigned by the Office of Field Experiences in the COE. You must complete your 20 hours in at least five (5) separate visits to the school. The Field Experience Log is to be signed by the supervising teacher and all hours must be completed no later than the due dates noted. You will keep the hardcopy of the Field Experience Log for your personal records. The electronic version of the Field Experience Log must be completed on TaskStream and uploaded once you have satisfied your field hours. Field entries must describe in detail what you did during the visit. Edit your work carefully.

To receive an appropriate field placement, visit the Office of Field Experiences in ZEB 220 (305-348-2082). The following steps should be followed:

1. Bring a copy of your course schedule and your security clearance card. (If you don't have one, you will receive the required information and paperwork.)
2. Select a school site from the approved list on the bulletin boards outside ZEB 220.
3. On your course schedule, write your: Panther ID, e-mail address, and reliable phone number.

You will receive a placement card for your assigned school, with a mandatory orientation date and an official "Field Experience Attendance Log" for each course that requires field hours.

ADOBE CONNECT PRO MEETING

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities.

Meeting times and dates will be announced throughout the course.

Requirements for using Adobe Connect:

- Disable any window pop-up blocker.
- [Adobe Flash Player](#) is required to successfully run your Adobe Connect meeting. You can [test your computer](#) to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
- Use of a combination [headset and microphone](#) with USB connection is recommended to ensure quality sound and reduce technical difficulties.

Reference [Adobe Connect \(Tutorials & Help\)](#) to learn about the tool, how to access your meeting rooms and recordings.

GRADING

Course Requirements	Number of Items	Points for Each	Total Points Available
Functional Behavior Assessment Report	1	20	20
Behavior Intervention Plan	1	30	30
Presentation of Behavior Intervention Plan	1	10	10
Exams	6	20	120
Discussion/Participation	6	5	30
Field Experience	1	20	20
Total	6	N/A	230

Letter	Range	Letter	Range	Letter	Range
A	Above 93	B-	81-83	D+	67 - 70
A-	91 - 92	C+	77 - 80	D	64 - 66
B+	87 - 90	C	74 - 76	D-	61 - 63
B	84 - 86	C-	71 - 73	F	< 61

COURSE CALENDAR

MODULE WEEKLY SCHEDULE

Module 1 - Basic Concepts and Principles

Jan 6 - Jan 19

- **Readings:** Cipani & Schock (2011) Chapter 1

Jan 6 - Jan 19

- **Adobe Connect Session:** Jan. 15th from 6-8PM
- **Discussion Question:** In your own words, define the following concepts and provide an example of each: (a) Motivation Operation, (b) Antecedent, (c) Discriminative Stimuli, (d) S-Delta, (e) Behavior, (f) Positive Reinforcement, (g) Negative Reinforcement, (h) Direct/Automatic Positive Reinforcement, (i) Direct/Automatic Negative Reinforcement, and (j) Socially-Mediated Reinforcement.
- **Exam 1** (Available Jan. 16 at 7am - Jan. 17 at 11:59PM)

Module 2 - Functional Behavior Assessment**Jan 20 - Feb 2**

- **Readings:** Cipani & Schock (2011) Chapter 2
- **Adobe Connect Session:** Jan 29th from 6-8PM
- **Discussion Question:** List and describe the entire FBA process.
- **Exam 2** (Jan. 30 at 7AM - Jan 31 at 11:59PM)

Module 3 - Function Based Classification System for Problem Behavior**Feb 3 - Feb 16**

- **Readings:** Cipani & Schock (2011) Chapter 3
- **Adobe Connect Session:** Feb 12th from 6-8PM
- **Discussion Question:** Provide an explanation of each function of behavior describing the type of reinforcement that maintains behavior according to each function. Provide a classroom-based example for each function including the Motivation Operations, Discriminative Stimuli, Behavior, and Maintaining Consequences.
- **Exam 3** (Feb. 13 at 7AM - Feb 14 at 11:59PM)

Module 4 - Replacement Behavior Options**Feb 17 - Mar 2**

- **Readings:** Cipani & Schock (2011) Chapter 4
- **Adobe Connect Session:** Feb 26th from 6-8PM
- **Discussion Question:** Describe what the concept of Replacement Behavior means. Also, discuss when it is appropriate and not appropriate to include a replacement behavior as part of a behavior intervention plan.
- **Exam 4** (Feb 27 at 7AM - Feb 28 at 11:59PM)
- **Functional Behavior Assessment Report Due** (Mar. 2 by 11:59PM)

Module 5 - Protocols for Behavior Intervention Planning Part 1**Mar 3 - Mar 30**

- **Readings:** Cipani & Schock (2011) Chapter 5 (pages 171-234)
- **Adobe Connect Session:** Mar 26th from 6-8PM

Mar 3 - Mar 30

- **Discussion Question:** Considering the information presented in this part of Chapter 5, select one procedure, described it in your own words, and discuss how it can be implemented in a school/classroom setting.
- **Exam 5** (Mar. 27 at 7AM - Mar. 28 at 11:59PM)

Module 6 - Protocols for Behavior Intervention Planning Part 2**Mar 31 - April 20 (Finals week is from April 21 - April 26)**

- **Adobe Connect Session:** April 16th from 6-8PM
- **Discussion Question:** Considering the information presented in this part of Chapter 5, select one procedure, described it in your own words, and discuss how it can be implemented in a school/classroom setting.
- **Behavior Intervention Plan Due** (April 11 at 11:59PM)
- **Presentations Due** (April 14th)
- **Exam 6** (April 21 at 7AM - April 22 at 11:59PM)