

College of Education

COURSE SYLLABUS

Course Number: EDU 310

Course Title: Applied Behavior Analysis

Term:

Faculty Member:

Faculty Contact Information:

Course Description:

Course Objectives
InTASC Standards
Interstate Teacher Assessment and Support Consortium
Standard 1 – Learner Development
Standard 2 – Learning Differences
Standard 3 – Learning Environment
Standard 9 – Professional Learning and Ethical Practice

Learning Methods and Course Objectives:

A variety of learning methods will be employed in all formats of this course. The assignments are designed to be relevant to learn and apply “real life” teaching skills in the classroom. The learning methods include presentations and discussion boards, quizzes, and a case study AT Proposal. Strategies employed by all faculty will be differentiated instruction, collaborative activities, and personalized learning and feedback. Course objectives include the following:

- 1.

focused on applying reinforcement strategies and teaching replacement and self-regulation skills.

6. Obtain strategies to prevent teacher frustration and burnout through promoting their students' academic and social-emotional behavioral success, engagement, and independence.

Learning Topic 1 - Learner Development (InTASC Standard 1)

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Activities/Performance Tasks:

Classroom Management Plan Project

Case Study Functional Behavioral Assessment

Evidenced-Based Practice Classroom Management Project and Discussion

Discussion regarding theories of learning and behavior

Learning Topic 2 – Learning Differences (InTASC Standard 2)

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Learning Activities/Performance Tasks:

Discussion and learning modules about culturally component, responsive, and relationship-building classrooms as well as tiered positive behavioral systems

Case Study Behavioral Support Plan

Case Study Home-School Communication Tool

Learning Topic 3 – Learning Environment (InTASC Standard 3)

The teacher works with others to create environments that support individual and collaborative

families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Learning Activities/Performance Tasks:

Classroom Management Plan Project

Data collection modules, practice/activities, and discussions

Evidenced-Based Practice Classroom Management Project and Discussion

Case Study Behavioral Support Plan

Course Guide:

Week #	Topics	Assignments	Points
Week 1	<ul style="list-style-type: none">Explain the varying theories of and approaches to behavior in the2a5hen the vjEMI1 (P58.019 208MCID 24 m()TjETEMC /P #MCID 13 pl)-1820.001		

Week #	Topics	Assignments	Points
Week 3	•		

Week #	Topics	Assignments	Points
	<ul style="list-style-type: none"><li data-bbox="337 279 1008 390">• Learn about various as well as select and explain teach, prevent and reinforce interventions in a comprehensive BSP/BIP for case study student<li data-bbox="337 394 1019 468">• Create replacement behavior/Teach intervention materials for a case study student<li data-bbox="337 472 1065 657">• Understand consequence procedures involving reinforcement and punishment and their appropriate place in the classroom; learn about the regulations and protocols governing the use of these procedures	Week 6.1	

complete a course survey; your feedback will be used to enhance instructional techniques and course redevelopment.

B. Evaluation Procedure and Grading Policy:

Presentation and discussion board assignments as well as the case study assignments have specific rubrics attached to the assignment link. Grading and feedback will be provided by the instructor in Canvas within a week of the assignment due date.

Assignments are not weighted but rather, have maximum point values. The maximum point value of each assignment is indicated in Canvas. An overall course grade is obtained by calculating the percentage of points earned out of 1000 total points available. The final percentage is converted to a letter grade according to Wilmington University's [grading system](#). Final grades will be submitted within a week of the course end date.

C. Instructor Policies/Expectations:

You are expected to be actively engaged and participating in the course through frequent review and completion of assigned readings and resources in Canvas as well as the submission of assignments. Also, you should seek the instructor's help or support immediately as issues arise, rather than waiting until the last minute before an assignment is due or at the end of the course.

Per the registrar, attendance is recorded weekly and is based on the presence or absence of assignments submitted via Canvas during that respective week. If you do not submit any weekly assignments by the due date (Sunday on or before 11:59pm), you will be recorded as absent for that week in the Registrar's attendance system. Furthermore, per Wilmington University policy, if you are marked as absent the first and second week of the course, you will be administratively dropped from the course by the Registrar.

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because this is considered plagiarism. You should summarize the content obtained from resources in your own words. If you would like to utilize a quotation to your ideas, please cite and reference using APA formatting 7th Edition. Similarly, do not share keys or work with other current and/or previous students. If your assignment is run through [Turnitin](#) and does not meet expectations for originality, you will be given a 0 for that assignment AND the [Academic Integrity Policy](#) will be followed. If you need assistance with APA formatting, please refer

SEA Assignment: Week 6.1 Behavior Support Plan (BSP) Rubric

Criteria	Rating				
	Distinguished	Proficient	Basic	Emerging	Insufficient
BSP Prevent Strategies Plan	Strategies are tied directly to fast and slow triggers from the functional behavior				

