In person: Sage Hall, rm. 233  
Phone: (940) 565-6820  
Email: melissa.savage@unt.edu (Email message through Canvas preferred)  
Student Hours: By appointment. Send me an email through Canvas and we will set up a meeting.

Canvas: Go to the following website to access our course on Canvas.

Please contact CLEAR support if you have any difficulties. Note that there is support contact information on your Canvas login screen. This also extends to technology difficulties during the course.  
Email: helpdesk@unt.edu  
Phone: (940) 565-2324  
In person: Sage Hall, rm. 233

*Your instructor reserves the right to change the syllabus. You will be notified of changes via Canvas.*

<table>
<thead>
<tr>
<th>ADA Statement: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Access website. You may also contact them by phone at (940) 565-4323.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronouns/Identity Recognition: In order to respect the identities and expressions of all students, I would like to offer the opportunity for students in our class to let me know the name and pronouns you use. This may be in our initial Canvas introductions or you can let me know privately. If at any time your name or pronouns change during the semester, you are most welcome to let me know if you would like me to use a different name and/or pronoun when interacting with you. In my class, I respect the identities and expressions of all students and I expect all students in the class to show that same respect to fellow students.</td>
</tr>
<tr>
<td>Student Perceptions of Teaching (SPOT): Student feedback is important and an essential part of participation in this course. The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available toward the end of the semester to provide you with an opportunity to evaluate how this course is taught.</td>
</tr>
<tr>
<td>Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here’s how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information go to the Succeed at UNT website.</td>
</tr>
</tbody>
</table>

ACCESS TO INFORMATION – EAGLE CONNECT:

Your access point for business and academic services at UNT occurs at the MyUNT website. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the Eagle Connect website which explains how to forward your e-mail:
Emergency Notification & Procedures: UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at the MyUNT website. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

1. **Course Description:**

This course is designed to provide a comprehensive overview of concepts and issues related to effective methods of classroom and individual behavior management for students with exceptionalities. Participants in the class will learn about effective classroom organization and how to implement research-based behavior change interventions for students across the service delivery continuum. Specifically, students will become proficient in the understanding and implementation of Applied Behavior Analysis techniques for classroom use. Students will also be introduced to additional strategies and models of classroom management designed to facilitate positive academic, social, and behavioral classroom performance. Additional topics that will be discussed include ethical and professional behavior of special educators, designing effective classroom rules, the use of positive behavioral supports, as a way of improving student performance on academic and behavioral goals, and how to develop and implement effective behavior intervention plans.

2. **Course Objectives:** Upon completion of this course, students will:

2.1. Identify effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.

2.2. Discuss the importance of collaboration and training of additional team members (e.g., general educators, paraprofessionals, staff) on student behavior plans.

2.3. Apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.

2.4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.

2.5. Identify and discuss the importance of professional ethics as related to special education programming.

2.6. Describe the importance of monitoring behavior goals and evaluate how to make data-driven adjustments.
3. This course addresses the following Council for Exceptional Children (CEC) Initial Preparation Standards

2.0: Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2.2. Beginning special educational professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environment.
2.3. Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

6.0: Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1. Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice.

4. Required Textbooks and Materials:


4.2. Foliotek e-Portfolio

Foliotek is a software data management system (DMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidences/evaluations as required. This course requires assignment(s) to be uploaded and graded in Foliotek. The College of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All education majors seeking teaching certification must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on UNT’s Foliotek help page.

4.3. Additional articles and readings will be required to be read by all students. These readings will be available on Canvas.

Recommended:

5. **Performance Evaluation**:

5.1. **Exams**: In order to help ensure a complete understanding of the course material, students will be required to take *three (3) exams in class worth 50 pts each*. Exams will consist primarily of content from the readings, class lectures (Panopto), and other class activities. Exams will be administered in Canvas. Students will have a 24-hour window to log-in and take the exam. If you miss this window, you will not be able to make up the exam except under few circumstances with documentation (e.g., death in family, hospitalization, or similar event). Students can use personal notes, ppts, and the textbook while taking this exam. [150 points].

5.2. **Activities**: Modules throughout the course will each have an activity (total of 12), worth 15 points each. Activities will relate to the current module’s topic. Specific instructions for each activity will be provided in the assignment descriptions in Canvas. [180 points]

5.3. **Behavior Intervention Plan (BIP) & Summary Paper**: Students will create a behavior intervention plan based on a case study and videos. This project will involve collecting data, conducting an FBA, developing hypotheses regarding behavioral functions and maintaining variables, designing an intervention plan, and writing up your results and reflection. A detailed description of the assignment and a rubric for evaluation will be made available to you on Canvas. *Foliotek upload required [100 points]*

5.4. **Professionalism**: Students who adhere to the policies and procedures stated in this syllabus (e.g., netiquette), take all exams, and complete all activities will earn the maximum number of points for professionalism. [35 points]

5.5. **Attendance**: This is a remote course, with synchronous Zoom sessions. All 7 synchronous classes are during the scheduled time for this course (Tues/Thurs 3:30-4:50pm). Specific dates and times are posted in Canvas and listed below in the course calendar. **Students will earn 5 points for each Zoom course they attend.** These are opportunities for us to connect, have discussion, clarify any questions you have, and practice objectives that are more difficult. If you are unable to attend, there will be an alternative way to earn the points, however, students must reach out to receive that opportunity. [35 points]

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 x 50 points)</td>
<td>150</td>
</tr>
<tr>
<td>Activity Participation (12 x 15 points)</td>
<td>180</td>
</tr>
<tr>
<td>BIP Project &amp; Summary Paper</td>
<td>100</td>
</tr>
<tr>
<td>Professionalism</td>
<td>35</td>
</tr>
<tr>
<td>Attendance</td>
<td>35</td>
</tr>
<tr>
<td>*Extra Credit Opportunities</td>
<td>(Up to 10 points allowed)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
</tr>
</tbody>
</table>

**Grade Criteria:**

- **A = 89.5 – 100%**
- **B = 79.5–89.4%**
- **C = 69.5–79.4%**
- **D = 59.5 – 69.4%**
- **F = ≤59.4%**
6. **Policies, Requirements, and Resources:**

6.1. **Person-First and Identity First Language.** Professionals often use person-first language (e.g., child with a disability) and prefer this option in writing such as articles and media, while some self-advocates prefer identity first language (e.g., autistic). Please use person-first language in written assignments and discussions. However, if someone prefers to use identity-first language, use identity-first language in those cases. In those same projects, carry through that identity-first language into assignment reflections if that is the preference of the individual you are working with on projects.

6.2. **Personal Conduct/Professionalism:** Please be courteous to the instructor, your peers, and community personnel you interact with throughout the course. Any unprofessional or disruptive behavior will result in loss of professionalism points. The number of points deducted will be at the discretion of the instructor. Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT’s Programs in Special Education. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.
- all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

6.3. **Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Assignments are to be submitted through the Canvas Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines.

- **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. Assignments should be turned in on the date announced or earlier.

- **APA Format for Assignments:** Use APA 7th edition guidelines for all course assignments. This website links to APA format guidelines. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.
• **Late Assignments**: Assignments should be submitted through Canvas by 11:59PM CST on the day they are due, unless other directions are provided by the instructor. Discussion boards and exams are not accepted late. Other activities and projects will follow the following late penalty: 1–2 days late = 5%; 3–4 days late = 10%; 5–6 days late = 15%; 7 days late = 20% deduction. Unless a prior agreement has been made with the professor, assignments submitted more than one week late will not be accepted.

• The date that assignments are received by the instructor in Canvas will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Since a grade for an assignment is not released until all submissions are graded, students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

6.4. **Incompletes**: A grade of "Incomplete" will be granted only if a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

6.5. **Academic Integrity and Dishonesty**: Students caught cheating or plagiarizing will receive a “0” for that particular assignment or quiz. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term “cheating” includes, but is not limited to, a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class (via course or semester) without permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term “plagiarism” includes but is not limited to: a. the work of another person without full and clear acknowledgement; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

6.6. **Retention of Student Records**: Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university’s policy in accordance with those mandates.
6.7. **Basic Needs:** Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. [Click here for information on the UNT food pantry.](#)

6.8. **Preferred Names:** As a UNT student, you are able to change how your preferred/proper name shows up on class rosters, Canvas, and MyUNT. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. During introductions on Canvas, please share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the following [guidelines](#).

6.9. **Confidentiality/Pseudonyms:** Any student/family information you share in class, in assignments, or online discussions should be kept confidential. Please use pseudonyms when discussing or writing about a student, family member, or school/district to protect their identity.
### Calendar of Due Dates and Course Topics

*Note, I reserve the right to make schedule changes given unusual circumstances and/or at my discretion. Readings and specific activity and exam instructions will be posted in Canvas each week.*

**CLASS MEETS ONLINE 3:30-4:30 PM CST ON THE FOLLOWING TUESDAYS:**

8/25, 9/1, 9/8, 10/6, 10/20, 11/3, 11/17

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Specific Activities (all times CST)</th>
</tr>
</thead>
</table>
| 8/24-8-30  | Introduction to the Course  
Intro to Behavior Management                                              | Online Class via Zoom Aug. 25th 3:30–4:30pm  
Activity 1                                         |
| 8/31-9/6   | Basic Principles of Behavior                                           | Online Class via Zoom Sept. 1st 3:30–4:30pm  
Activity 2                                          |
| 9/7-9/13   | Counting and Recording Behavior                                        | Online Class via Zoom Sept. 8th 3:30–4:30pm  
Activity 3                                          |
| 9/14-9/20  | Graphing Behavior                                                      | Activity 4                                                                                        |
| 9/21/9/27  | Exam 1  
Positive Behavior Intervention Supports (PBIS; content on Exam 2)    | Exam 1 via Canvas:  
Exam Open Sept. 22nd from 12:00am–11:59pm  
Activity 5                                          |
| 9/28-10/4  | Functional Behavior Assessment                                         | Activity 6                                                                                        |
| 10/5-10/11 | Preventative Approaches                                                | Online Class via Zoom Oct. 6th 3:30–4:30pm  
Activity 7                                          |
| 10/12-10/18| Reinforcement Techniques for Increasing Behavior                       | Activity 8                                                                                        |
| 10/19-10/25| Differential Reinforcement                                            | Online Class via Zoom Oct. 20th 3:30–4:30pm  
Activity 9                                          |
| 10/26-11/1 | Exam 2  
Punishment (content on Exam 3)  
Legal Considerations (content on Exam 3) | Exam 2 via Canvas:  
Exam Open Oct. 27th from 12:00am–11:59pm  
Activity 10                                         |
| 11/2-11/8  | Self-Management                                                        | Online Class via Zoom Nov. 3rd 3:30–4:30pm  
Activity 11                                         |
| 11/9-11/15 | Generalization                                                         | Activity 12                                                                                        |
| 11/16-11/22| Exam 3  
Exam 3 via Canvas:  
Exam Open Nov. 19th from 12:00am–11:59pm             |
| 11/23-11/29| Thanksgiving Break                                                     | **BIP Project** due 12/6 by 11:59pm                                                             |
| 11/30-12/6 | BIP Project Due                                                        | **No Final in this Course**                                                                      |
| 12/7-12/13 |                                                                        |                                                                                                   |