Qatar University
College of Education
Course Syllabus

➢ **Course Information:**

Course Title: Behavior Management in Special Education Course **Number and CRN:** SPED 303
Prerequisite: **Credit Hours (CR HRS):** 3
Department: Psychological Sciences   **Program :** BSEPD
Class meeting time: Monday &Wednesday 9:30-10:50AM   **Location:** B04-208

➢ **Instructor Information:**

Instructor's name: Dr.Mohamed Saad   **Email:** m.saad.osman@qu.edu.qa
Office Hours: Monday &Wednesday 11:30-12:30 PM -   **Office Number**: B04-214

➢ **College of Education Conceptual Framework:**

   *"*Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership".

College of Education Unit Learning Outcomes (Checked if addressed in this course):
❖ **Teaching:**
1. ☐ **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
2. ☐ **Pedagogy**: Plan effective instruction to maximize student learning.
3. ☐ **Technology:** Use current and emerging technologies in instructionally powerful ways.
4. ☐ **Diversity:** Foster successful learning experiences for all students by addressing Individual differences.

❖ **Scholarship:**
5. ☐ **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
6. ☐ **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.
❖ **Leadership:**
7. ☐ **Ethical Values:** Apply professional ethics in all educational contexts.
8. ☐ **Initiative:** Lead positive change in education.

➢ **Course Description:**

   This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of behavior management will be explored and various approaches to management of behavior problems will be addressed. Developing and implementing individual behavior management plans will be emphasized.

➢ **Course Objectives:**
1. Identify and define negative behaviors and identify aspects that affect behavior such as academic and social aspects.
2. Identify ethical issues related to student follow-up and observation and provide appropriate intervention
3. Identify the methods of modifying the environment and in terms of classroom and physical environment in order to reduce negative stimuli on behavior
4. Identify the behavior and define it procedurally to determine the behaviors that will need which different interventions.
5. To identify the different designs models, the most important of which is the follow-up design of the individual case and how to document the extent of student development and comparative skills such as self-management skills and other cognitive and behavioral skills.

➢ **Course Learning Outcomes:**
1. Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior;
2. Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior;
3. Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors;
4. Define behavior change terminology and principles of applied behavior analysis;
5. Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors;
6. Describe, understand, and apply single subject research designs;
7. Develop and implement a behavior change program;
8. Describe strategies for promoting self-management

➢ **Textbooks & Readings:**
- **Required textbook:**
  - Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
  - Khatib, Jamal (2016), Human Behavior Modification, Dar Al-Falah, Jordan.

➢ **Supportive Textbooks and references:**
- Alberto, P. A., & Troutman, A. C. (2009). Applied behavior analysis for teachers (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.
- Farouk Al-Rousan (2014) Modifying and Building Human Behavior, Dar Al-Fikr, Jordan
- Al-Zarrad, Faisal; Saad, Murad (2014) Behavior Modification Principles and Procedures, Dar Al-Fikr, Jordan
- Zureikat, Ibrahim (2011) Modifying the behavior of children and adolescents concepts and applications, Dar Al-Fikr, Jordan
- Hamdi, Nazih; Daoud, Nassima (2014) Problems of children and adolescents and their methods of assistance, Dar Al-Fikr, Jordan
- Kattami, Yousef; Kattami, Nayfa (2013) Classroom Management Psychological Foundations, Dar Al-Fikr, Jordan
- Kattami, Yousef (2014) Social Cognitive Theory and its Applications, Dar Al-Fikr, Jordan
- Cooper, J. O., Heron, T. E., & Heward, W. L. (2015). Applied Behaviour Analysis (2nded.). Pearson Education, Inc.: Upper Saddle River, New Jersey

- Steege, M. W. & Watson, T. S. (2013). Conducting School-Based Functional Behavioural Assessments: A Practitioner's Guide (2nd ed.) Guilford Press: New York.
- Martin, G., & Pear, J. (2015). Behaviour Modification: What It Is and How To Do It (10th ed.). Boston, MA: Pearson.

➢ Supportive Websites:
- www.athealth.com   http://www.werathah.com
- http://www.vocationallearning.org.u   http://www.ldresources.com
- http://www.idebate.org/main/home.asp http://www.psychtest.com
- http://www.ldonline.org   http://www.lewisschool.org
- http://www-hoover.stanford.edu   http://www.nild.net
- http://www.pacificnet.net/~mandel/SpecialEducation.html
- http://www.khass.com/vb/   http://www.iisesa1.com/iisesa/

➢ Course Requirements:
1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered "F Barred" if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor's permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered "F Absent" if he is absent for the final exam and does not provide an acceptable official excuse for his absence.
8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➢ Use of Blackboard:
1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

Course Matrix:

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
SLO 1, 5, 8 SLO 7, 8 SLO 2, 3, 5 SLO 1 SLO 2, 5 SLO 1, 5 SLO 2,3, 5, 7, 8 SLO 1	CO1 CO2 CO3 CO4 CO5	1 2 3 4 5	1 2 3 4 5 6 7 8	Behavior Observation & Behavior modification Plan & Presentation

Course Outline:

Week	Topic	Assignment
1	Roots of Applied Behavior Analysis	Behavior Observation Exams
2	Responsible Use of Applied Behavior Analysis Procedures	
3	Preparing Behavioral Objectives	
4	Procedures for Collecting Data	
5	Graphing Data	
6	Single-Subject Designs	
7	Midterm Exam	
8	Developing a Hypothesis for Behavior Change: Functional Assessment and Functional Analysis	Behavior modification Plan & Presentation Exams
9	Arranging Consequences That Increase Behavior	
10	Arranging Consequences That Decrease Behavior	
11	Differential Reinforcement: Antecedent Control and Shaping	
12	Providing for Generalization of Behavior Change	
13	Teaching Students to Manage Their Own Behavior	
14	Roots of Applied Behavior Analysis	
15	Responsible Use of Applied Behavior Analysis Procedures	
16	Final Exam	

Course assessments (Assignments):

- **Behavior Observation (15%)** Training the student teacher skills of scientific observation organized and employed in monitoring behavior and distinguish between normal and abnormal behavior in the field of special education.
- **Behavior modification Plan(15%)** Training students to use behavioral techniques in sessions to modify student behavior
- **Presentation (10%)** The presentation is teamwork and develops the ability to interact and communicate; each group selects a course topic and makes a group presentation according to the criteria.
- **Midterm Exam** (25%). A mid-term exam will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.
- **Final Exam** (35%). A final exam will be administered at the end of the term. It will be comprehensive; assessing the candidate is comprehensive of all topics discussed in class or in the assigned reading. It will be a combination of multiple-choice questions, short answer questions, and possibly one or more essays.

➢ **Grades distribution:**

N	Assessment tools	Grade	Submission date
1.	Behavior Observation	15	W 14
2.	Behavior modification Plan	15	W 8
3.	Presentation	10	W 12
4.	Mid- Term Exam	25	W 7
5	Final Exam	35	W 16
Total = 100			

➢ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➢ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog: http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf
The Qatar University Code of conduct: http://www.qu.edu.qa/students/code-of-conduct

➢ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➢ **Dishonesty:**

"Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures". Cheating may include any attempt of

cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

> ## Student Learning Support:

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: http://www.qu.edu.qa/students/support-and-development/student-learning-support

> ## Success Oasis at the College of Education:

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

> ## Special Needs Support:

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: http://www.qu.edu.qa/students/support-and-development/special-needs

> ## Student Complaints Policy:

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: http://www.qu.edu.qa/students/services/complaints

Appendices

> ## Qatar National Professional Standards for Teachers:

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.
7.

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Assignment Rubrics

Behavior Observation Task at schools (New)

Not Meeting Standard-0	Approaching Standard-1	Meets Standard-2	Exceeds Standard-3	criteria
Defines and describes the behavior to be observed and defines it procedurally and does not differentiate between temporary and abnormal behavior to be observed.	Identifies and describes the behavior to be observed but is unable to define it procedurally and is unable to distinguish between temporary and abnormal	It identifies and describes the behavior to be observed but is unable to define it procedurally and barely distinguishes between temporary and abnormal behavior to be observed.	It identifies and describes the behavior to be observed and defines it procedurally and with great precision and makes a clear distinction between temporary and abnormal behavior to be observed.	**Determine the behavior to be observed**
Collects basic data in an incomplete or inaccurate manner;	Collects data with errors, records the baseband, or displays them in a way that makes their meaning	Gather, record and display basic data appropriately with errors.	Collects, records and displays basic data appropriately without any obvious errors. With data clarity	**Gathering information and baseline**
Conducts incorrectly organized scientific observation and incorrectly regulates the information obtained	Organizes scientific observation with errors and poorly regulates the information obtained	Organizes scientific observation and organizes the information obtained on average	Organizes scientific observation and organizes the information obtained in a perfect way	**Possess observation skills to monitor and record behavior**
It identifies Antecedents and Consequences for the behavior to be observed incorrectly and interprets the behavior in the	identifies Antecedents and Consequences but sometimes errs as well as explains the behavior in its light with errors in	Determines the Antecedents and Consequences of the behavior to be observed and interprets the behavior in the light	Determines the Antecedents and Consequences of the behavior to be observed and explains the behavior in the light	**Complete functional analysis of behavior**
express his vision of the wrongly observed behavior as well as determining the outcome of the behavior	express his vision of the observed behavior unclear as well as determining the outcome of the	express his vision of future behavior and fate in an average way	Deeply expose his vision of future behavior and fate	**Reflection**

Behavior modification Plan Rubric

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Introduction	Is not helpful in introducing the project.	Lacks clarity or thoroughness.	Provides an informative overview of the project, with some errors or omissions.	Provides an informative, clear, thorough, and logical overview of the project.	
Review of Literature / Interventions	Set of studies in not appropriate to the topic, are limited in number, and/or not current or from respected journals.	Set of studies is either limited in number or a majority of the studies are not current, not from respected journals, or are not empirical in design, or set of studies does not clearly relate to intervention.	Includes several appropriate studies related to intervention; majority of items are empirical studies from respected journals and are no older than 10 years.	Includes numerous current and significant studies related to intervention; all items are empirical studies from respected journals and are no older than 10 years.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 6: Professional Learning and Ethical Practice - 6.0 Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. **Key Element:** 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.				
Review of Literature / Implications	Little effort has been expended to relate current research to the present study.	Explanation of the relationship of the studies chosen to the present study lacks clarity or thoroughness.	Adequately explains the relationship of the studies chosen to the present study, including methodological decisions.	Clearly and thoroughly explains the relationship of the studies chosen to the present study; justifies methodological decisions based on empirical studies.	
Method Description*	Many of the required elements of the method are omitted from the description or most of them are inadequately described.	One or more of the required elements of the method are omitted from the description or several of them are inadequately described.	Participants, settings, materials and equipment, variables, measurement procedures, and experimental design are described, although some of the descriptions lack clarity or thoroughness.	All appropriate parts of the method are clearly and thoroughly described, including participants, settings, materials and equipment, variables, measurement procedures, and experimental design.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. **Key Element:** 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.				

		Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
Method Design		Method is not appropriate for the objectives and/or context of the study or clearly lacks professionalism. No attempt at using technology is evident.	Method has some flaws that make it somewhat inconsistent with current research standards or incomplete; has some minor concerns related to professionalism.	Method is appropriate for the objectives and context of the study and has few errors or omissions related to research standards and /or professionalism, none serious. Appropriate technologies are used to record and analyze data.	All appropriate parts of the method are clearly and thoroughly described, including participants, settings, materials and equipment, variables, measurement procedures, and experimental design. Method is clearly appropriate for the objectives and context of the study and designed according to accepted standards of research and professionalism. The most appropriate technologies are used to record and analyze data.	
	Standards **International- Qatar University CED Standards- Masters in Special Education (2013)** **PLO:** PLO 3. Use current and emerging technologies in instructionally powerful ways. **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. **Key Element:** 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.					
Baseline Results		Baseline data is clearly incomplete or inaccurate; carelessness is evident in its collection, recording, or display.	Several errors cause concern about the gathering or recording or baseline data, or it is displayed in a way that makes its meaning unclear.	Baseline data is appropriately gathered, recorded, and displayed with few errors.	Baseline data is appropriately gathered, recorded, and displayed with no apparent errors. Display clearly communicates the source and meaning of the data.	
Analysis		Analysis was clearly inappropriate for the objectives or content of the study or was clearly administered inappropriately.	Other means of analysis would have been more appropriate for the objectives of the project or the nature of the data, or the analysis was clearly incomplete or had inaccuracies.	Analysis is appropriate for the objectives of the project and the nature of the data; may lack thoroughness.	Analysis is well chosen for the objectives of the project and the nature of the data; analysis is thorough and professional.	
	Standards **International- Qatar University CED Standards- Masters in Special Education (2013)** **PLO:** PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.					

	Not Demonstrated or Unsatisfactory	Needs Improvement	Satisfactory	Target	Score/Level
	USA- CEC Initial Level Special Educator Preparation Standards (2013) **Standard:** Standard 4: Assessment - 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. **Key Element:** 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.				
Intervention Plan	Plan is poorly described and has little relationship to baseline data or current research. Pedagogical suggestions are limited and frequently inappropriate.	Plan lacks clarity or the relationship to baseline data and/or current research is lacking. Pedagogical suggestions are limited or not closely aligned with data; little to no use of technology.	Plan is explained adequately and appropriately related to the baseline data and current research. Several appropriate pedagogic approaches are suggested, included some (limited) use of technology.	Plan is clearly and thoroughly explained and clearly based upon baseline data and on current research. Plan includes a range of clearly aligned pedagogical approaches, including technology for teaching and learning.	
	Standards **USA- CEC Initial Level Special Educator Preparation Standards (2013)** **Standard:** Standard 5: Instructional Planning and Strategies - 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. **Key Element:** 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.				
Citations and References	Citations and/or references are not in APA format or other known style.	Citations and/or references are organized in an accepted style, but not in APA, or several references have omissions or incorrect formatting.	All required source information is present, although there are several errors in APA formatting in citations or references.	Few or no errors in APA formatting in citations or references; none serious. All required source information is present.	
Appendices	Either the graph or the observer-recording sheet is missing or both are seriously lacking in quality.	Graph and observer recording sheet are both included, but lack in quality.	Graph and observer recording sheet are both included and each is appropriate to the assignment.	Graph and observer recording sheet are both included and each is of exceptional quality in content and presentation.	

Oral Presntation Rubric

Category	Scoring Criteria	Total Points	Score
Organization	The type of presentation is appropriate for the topic and audience.	1/5	
	Information is presented in a logical sequence.	1/5	
	Presentation appropriately cites requisite number of references.	1/5	
Content	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1/5	
	Technical terms are well-defined in language appropriate for the target audience.	1/5	
	Presentation contains accurate information.	1/5	
	Material included is relevant to the overall message/purpose.	1/5	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	1/5	
	There is an obvious conclusion summarizing the presentation.	1/5	
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	1/5	
	Speaker uses a clear, audible voice.	1/5	
	Delivery is poised, controlled, and smooth.	1/5	
	Good language skills and pronunciation are used.	1	
	Visual aids are well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	
	Information was well communicated.	1	
Score	**Total Points**	**10**	

✂ --

Pledge

I am the student: --------------------------------------
Course Title: --
I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.
- Student's name: -----------------------------------
- ID: ---
- Signature: --
- Date: ---

(Please sign this part and hand it in to your instructor).