Rehabilitation Psychology and Special Education
Behavior Analysis: Applications for Persons with Disabilities
Course Syllabus
RPSE 330
Spring 2017

Instructor
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Meeting Time and Location
Tuesday/Thursday 9:30AM - 10:45AM
Education Sciences 1053

Course Description

In this course you will become familiar with the basic principles of human behavior and the application of these principles to develop, implement, and evaluate programs of behavior change as they apply to individuals with exceptional learning and behavior characteristics. Through assigned readings, class discussions and activities, this course will create opportunities for you to learn about and engage in hands on practice of the processes behind behavior change and learning in classroom and community settings. After completing this course, you should be able to design and implement strategies based on behavior analytic principles to both increase and decrease target behavior, and promote the generalization and maintenance of behavior.
Course Objectives and Outcomes

Course outcomes address competency areas defined by the goals of the UW-Madison School of Education as well as the knowledge and skills identified for beginning special education teachers by the UW-Madison teacher education standards. The standards are available here posted in the first class folder for our course. We recommend that you familiarize yourself with these competency areas.

University of Wisconsin-Madison Teacher Education Standards

Knowledge

This course teaches you how to design, implement, and evaluate instructional programs for individuals with disabilities using systematic instructional strategies. As a result, it addresses the following UW-Madison Teacher Education Foundational Knowledge (Content) Standards:

1.4. Learning environments change as technologies and information resources change.
2.1. How to combine knowledge of learners and their families and communities; learning environments; content areas and pedagogy; and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long-range goals and standards.
   - Knowledge of learners includes learners’ prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs
   - Assessment data include information obtained from multiple types of formative and summative assessment
3.1. How to combine knowledge of learners, their families, and communities; learning environments; how learning in organized and pursued; effective instructional strategies; evidence-based resources; and assessment data to create and implement responsive, appropriate, and challenging learning activities.
   - Effective instructional strategies include research-based and other recommended instructional strategies relevant to the discipline.
   - Creating and implementing learning activities includes selecting learning tasks, contemporary tools and resources, and strategies.
4.1. How to design and implement accessible, unbiased assessments that reveal learners’ strengths and needs.
   - Includes multiple forms of formative and summative assessment for different purposes
   - Accessible and unbiased assessment includes accommodating for various learners, including learners with disabilities or learners with differing linguistic strengths and needs, and responding to linguistic and cultural biases associated with tests and their administration.
4.2. When appropriate, how to collaborate with others to design and implement assessments, and analyze data.
4.3. How to use assessment results to adjust instruction and intervention, and describe learners’ progress toward goals and standards.
5.1. Cultural and linguistic considerations related to communication and family engagement
5.3. That learning is a reciprocal activity that connects and affects both learner and teacher.
5.4. How to identify and ethically use available resources to maximize planning, assessing, instructing/engaging, and communicating with students, their families, and other educators.
5.5. Professional ethics; and state and federal law requirements, state and district policies and regulations that guide their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.
Performance Standards
This course provides you with the opportunity to demonstrate your knowledge and skills related to selecting, designing, and evaluating an instructional program for a student with a disability. This relates to the following UW-Madison Teacher Education Performance Standards:
1.1. Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
1.2. Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.
1.3. Reflect on and meaningfully justify decisions relating to the learner and the learning environment.
2.1. Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.
   - Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
   - Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
2.2. Choose, modify, and/or create formative and summative assessments to measure each learner’s progress toward instructional goals.
2.3. Use assessment data to systematically adjust plans to respond to each learner’s learning strengths and needs in relation to short- and long-range goals.
2.4. Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.
3.2. Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner’s strengths and meet learners’ needs.
3.3. Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.
3.6. Use formal and informal assessment to continuously monitor learners’ learning, and adjust instruction as appropriate.
3.7. Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.
5.4. Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.
5.5. Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
Council For Exceptional Children Standards

Standard 1: Learner Development and Individual Learning Differences
- Educational implications of characteristics of various exceptionalities
- Effects an exceptional condition(s) can have on an individual’s life
- Impact of learner’s academic and social abilities, attitudes, interests and values on instruction and career development
- Adaptive behavior needs of individuals with D.D. & A.S.D.

Standard 2: Learning Environments
- Demands of learning environments
- Basic classroom management theories and strategies for individuals with exceptionalities
- Effective management of teaching and learning
- Teacher attitude and behaviors that influence behavior of individuals with exceptionalities
- Strategies for crisis prevention and intervention

Standard 3: Curricular Content Knowledge
- Theories and research that form the basis for curriculum development and instructional practice

Standard 4: Assessment
- Basic terminology used in assessment
- Use and limitations of assessment instruments
- Assessments of environmental conditions that promote maximum performance of individuals with D.D. & A.S.D.
- Individual strengths, skills and learning styles

Standard 5: Instructional Planning & Strategies
- Specialized curriculum to meet the needs of individuals with D.D. & A.S.D.

Standard 6: Professional Learning & Ethical Practice
- Laws, policies and ethical principles regarding behavior management planning and implementation
- Trends and practices in the field of D.D. & A.S.D.
- Theories of behavior problems of individuals with D.D. & A.S.D.
- Concepts of self-determination, self-advocacy, community and family support and impact in the lives of individuals with D.D. & A.S.D.
- Principles of reinforcement theory in serving individuals with E.B.D. & M.H.D.
- Principles of least restrictive environment for individuals with E.B.D. & M.H.D.
- Models, theories, philosophies and research methods that form the basis for special education practice

Standard 7: Collaboration
- Roles of individuals with exceptionalities, families and school and community personnel in planning of an individualized program
- Concerns of families of individuals with exceptionalities and strategies to help address these
concerns
- Services, networks and organizations for individuals, professionals and families with D.D. & A.S.D.
- Services, networks and organizations that provide support across the lifespan for individuals with L.D

Course Format

We will cover a different topic each week and we will also complete in-class activities that will allow us to practice concepts and procedures as we learn them. Each class will have a similar format and will be closely aligned with your learning and application in your Service Learning project. **You will need to bring a laptop to class each week. If you do not have a laptop, please see the instructor to make alternative arrangements for submitting the in-class assignments.** Following is an outline of our course structure:

1. **Review**: Each class period, we will engage in a brief review about main concepts and vocabulary from the previous week. Students will have an opportunity to ask additional questions at this time.
2. **Lecture**: Following discussion, there will be a brief lecture that will connect with concepts covered in the readings and/or application activities.
3. **Activities**: Often, will complete a brief interactive activity to deepen your understanding and offer opportunities for you to practice new skills.
4. **Service Learning Project**: Your service-learning project will be the practical application of your learning in this course. Topics in class will be closely aligned with each phase of your service learning project and you will be expected to apply the learning in class and in your readings to your teaching practice.

Required Readings

A set of required readings and/or online modules are assigned for each week. The weekly readings are listed in this syllabus.

**Required Textbook:**

**Other Required Readings:**
Additional readings are available electronically through the UW-Madison Canvas course site ([https://canvas.wisc.edu](https://canvas.wisc.edu)).

Course Requirements and Grading

**Attendance.** Attendance at class is not mandatory, but the content we cover in each class will support your successful work in your service-learning placement and your learning the content for your future practice. The grading structure of this class is also arranged to reinforce your attendance. However, life (e.g., illness and family emergencies) can coincide with class. **There is no need to provide documentation or a description of the illness or emergency, but do let me**
know by email if circumstances require you to miss 2 or more classes so that we can discuss the serious consequences on your grade. It is the student’s responsibility to arrange for a colleague to take notes and collect any handouts provided for any missed classes. Regarding absences due to observation of religious holy days, official Wisconsin state law and UW-Madison policy is that students may request another way to fulfill academic requirements, including class attendance, when academic requirements conflict with a religious observance. Should you need to miss class due to a religious observance, please notify me by email of the specific days or dates on which you request relief within the first two weeks of class.

Class Attendance and Participation (10 x 10= 100 points). You will earn ten points up to a maximum of 100 points for submitting completed a brief in-class review. These reviews will be given at the beginning of class and will be submitted by you at the end of class.

Service Learning Commitment Form (30 points). Your complete commitment form signals that you have secured a service learning placement and that you have met with your supervisor. The completion of all parts of this form is worth 30 points.

Tests (2x50=100 points). This course requires acquisition and fluency with a body of vocabulary and concepts about the basic principles of human behavior and the application of these principles to develop, implement, and evaluate programs of behavior change as they apply to individuals with exceptional learning and behavior characteristics. Over the course of the semester, you will take two tests that will assess your acquisition of this knowledge. Tests will be cumulative in their coverage of terms and concepts.

Service Learning Presentation and Paperwork (100 points). To support the generalization of the skills you learn in this course, you will complete a behavior change project that aims to teach new skills (academic, social, play or leisure, communication, daily living, or vocational) to at least one person with a disability. This is considered a community service. The schedule for implementing the project (days of the week, times, etc.) should be negotiated individually with each service-learning partner, but the project must be carried out over a minimum of an 11-week period. We will provide you with a list, profiles, and contact people at suitable area organizations. However, class members are responsible for arranging their own community service commitments. You may work with agencies or individuals known to you, or you may contact one of the partner agencies or schools described during class. At the culmination of the semester, you will present your work to your peers and community members.

Service Learning Reflections (15 points x 3= 45 points). At three points during the semester, you will collectively reflect, with your peers, on your teaching and learning experiences in Service Learning Projects. You will be asked to describe the ways in which you are observing practices based upon applied behavior analysis, the ways in which the content covered in class and in the assigned readings might be applied or extended to your service learning project, and the ways in which your service experience is challenging and/or rewarding in ways that you didn’t expect. You will be given a prompt prior to class to prepare a response and will be graded both on your preparation for these discussions and your active engagement during class.
Social Validity & Generalization Assignments (25 points X 2 Assignments= 50 points). These are concepts we will be covering in-depth during class. After you have learned about these concepts, you will be asked to prepare responses about how you are addressing social validity and planning for generalization in your Service Learning Project. You will present these responses to the class and will be graded on completeness and accuracy of your responses as based on our learning in class.

Instructional Program (100 points). You will be planning, implementing, and evaluating your own instructional program and applying concepts you learn in the course directly to your teaching practice. You will earn up to 100 points for your draft instructional plan, which will be submitted for in-depth instructor feedback. Points will be given for completeness, appropriateness given your setting and student needs, and accuracy of your use and understanding of course concepts and vocabulary. You will then be able to integrate instructor feedback for our peer workshop and for your final Service Learning Presentation.

Assignments: Points
Class Attendance/Participation (10 points X 10 classes) 100 points
Service Learning Commitment Form 30 points
Service Learning Reflections (10 points X 3 reflections) 45 points
2 Tests (50 points X 2 tests) 100 points
Social Validity & Generalization Assignments (25 points X 2 Assignments) 50 points
Instructional Program 100 points
Service Learning Project Presentation & Final Paperwork 100 points

Total possible points: 525 points
Your final grade will be determined by the number of points earned out of 525 possible points.

You must complete all assignments to receive a passing grade in this course.
Please note that meeting the basic requirements of an assignment does not equal or guarantee an A. Please refer to UW-Madison grading that defines letter grades as following: A (excellent); AB (intermediate grade) B (good); BC (intermediate grade); C (fair); D (poor); F (failure).

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A (excellent)</td>
<td>93%</td>
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<tr>
<td>AB</td>
<td>87%</td>
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<tr>
<td>B (good)</td>
<td>83%</td>
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<tr>
<td>BC</td>
<td>77%</td>
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<tr>
<td>C (fair)</td>
<td>67%</td>
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<td>D (poor)</td>
<td>57%</td>
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<tr>
<td>F</td>
<td>Below 57%</td>
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</table>
Class Policies and Grading Criteria

**Formatting of Assignments.** All written assignments (except for those written in class) must be typed, double-spaced, in 12-point Times New Roman font, and with 1-inch margins. Headings should be single-spaced and no more than three lines total. Failure to adhere to these guidelines will result in a deduction of points.

**Students with Special Needs.** The Department of Rehabilitation Psychology and Special Education is committed to a quality education for all students. This requires that we provide reasonable accommodation to students with disability. Federal law is clear on this matter and applies to all students with disabilities. Students with disabilities or special circumstances who require accommodations (e.g. special seating, interpreter, note-taker, etc.) should inform the instructor as soon as possible so that we can work together to ensure your success in this course. You will need to provide the instructor with a copy of your VISA from the UW-Madison McBurney Disability Resource Center). Students with disabilities or circumstances requiring special accommodation should register with the UW-Madison McBurney Disability Resource Center to document need for accommodations and obtain necessary support services. The McBurney Disability Resource Center is located at 702 West Johnson, Suite 2104 and can also be reached by telephone (608-263-2741), email (mcburney@wisc.studentlife.edu), fax (608-265-2998), voice, 711 Relay, or text (608-225-7956). See the McBurney Disability Resource Center website for more information: www.mcburney.wisc.edu.

**Incompletes.** The instructor is not obliged to give students an incomplete (I), and the following criteria have to be met: (a) Quality of work in class until near end of semester is ≥C-and student has been prevented from completing some portion of the coursework due to illness or some other documented reason beyond his or her control, (b) In the absence of documentation of such difficulty, the grade will be F. Even with proof, if the instructor is not convinced by the student’s work that the student can pass, the grade will be an F, and (c) The deadline for completion of an incomplete is by the end of the fourth week of the following semester.

**Academic Honesty.** Students in this class have the right to expect that their fellow students are upholding the academic integrity of this University. Academic dishonesty is a serious offense at the University because it undermines the bonds of trust and honesty between members of the community and defrauds those who may eventually depend upon our knowledge and integrity. Such dishonesty consists of cheating, fabrication, facilitating academic dishonesty, and plagiarism. The University of Wisconsin-Madison has established a range of penalties for students guilty of plagiarism or academic dishonesty. Appropriate penalties include suspension or expulsion from the university, a failing grade for a course, a failing grade for the assignment,

**Changes to Syllabus.** The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

**Use of Learn at UW.** This seminar uses Canvas to distribute course materials, and to communicate and collaborate online. Students can use their NetID and password to log on the Canvas course site (https://canvas.wisc.edu). Students will be responsible for checking the
Canvas course site regularly for class assignments and materials, and announcements. Support is provided by the UW-Madison Do-It Help Center at 608-264-4357 or http://www.doit.wisc.edu/students. As with all computer systems, there are occasional disruptions to the Canvas system. Scheduled downtimes are not an excuse for late work.

**Late Assignments.** ALL assignments must be completed and turned in when DUE. Whenever possible, I will remind students of upcoming deadlines. However, it is entirely the student’s responsibility to ensure timely completion and submission of course requirements and assignments. Assignments turned in late are subject to a penalty of a full letter grade (approximately 20%) for each day they are late. For instance, if you turn in an assignment one day late, the highest grade you can receive on that assignment is a "B". Exceptions due to illness or other extenuating circumstances will be made on an individual basis and will require you to notify me in writing prior to the assignment deadline. Technological difficulties on the due date will not be considered an extenuating circumstance, so please plan the completion of your assignments accordingly.

**Course Evaluations.** I will obtain your feedback throughout the course. Additionally, you will be given the opportunity to complete a course evaluation in the last week of the course. I will not to be present during the evaluation and evaluations are confidential until after course grades have been submitted. Your responses will remain anonymous according to UW-Madison policy.

**Professionalism.** Students are expected to demonstrate professional behavior at all times. Professional behavior means that students should arrive at class on time and prepared to discuss the readings, remain actively engaged in class activities (i.e., taking notes, thinking about links between the readings and course experiences in order to formulate questions and facilitate discussion), engage in serious dialogue with colleagues and the instructors, and listen respectfully to the thoughts of others. Students and the instructor have a shared responsibility to establish and maintain a positive environment for inquiry, discussion, and the sharing of diverse opinions in the classroom. During all interactions in class and at your service learning sites, you are expected to maintain professional behavior. When communicating verbally, you must use a respectful tone and body language. When communicating by email, you should use a salutation, write in a professional manner, and provide an appropriate closing. Interactions with the professor, teaching assistant, classmates, service learning partners, and clients must be respectful and courteous. Each student will be held to the following expectations:

- Be respectful of the instructor and other students in your actions within and outside of the classroom.
- Prepare for class in advance and thoroughly.
- Use person-first language (e.g., boy with autism, child with schizophrenia, woman with intellectual disability) when speaking about persons with disabilities.
- Be prompt on meeting scheduled times (arrive to class on time, meet assignment deadlines).
- Refrain from engaging in off-topic, side conversations.
- Use technology to facilitate and not hinder classroom instruction (turn off cell phones, no texting, do not use laptop computers during class time for social networking sites, email, surfing the Internet, or completing other coursework).
- Assist the instructor by indicating understanding or lack thereof of a concept, assignment, etc.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading to be completed prior to class</th>
<th>Assignments Due</th>
<th>Service Learning Project</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 17</td>
<td><strong>Introduction to syllabus and expectations</strong>&lt;br&gt;Introductions to one another</td>
<td>Read syllabus and schedule of assignments.</td>
<td>Prepare a brief introduction of yourself for the class and post online with a picture of yourself.</td>
<td>Class introduction and expectations, SLP orientation, identify a potential site.</td>
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<tr>
<td>1</td>
<td>Jan 19</td>
<td>Community Service Project- Sites and orientation, best practices in contacting site, campus resources for service learning.&lt;br&gt;<strong>Origins of ABA and contributions to education of individuals with disabilities</strong></td>
<td>Review all documents related to the community service project.&lt;br&gt;Vargas, S. “Adding Science to the Art of Teaching” in <em>Behavior Analysis for Effective Teaching</em>.</td>
<td>Bring at least one idea of a placement you will contact and any questions about the service learning project/agencies.</td>
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<td>2</td>
<td>Jan 24</td>
<td><strong>Deciding what to teach: Identifying teaching objectives, stages of learning.</strong>&lt;br&gt;What is an instructional program?</td>
<td>Collins, Chapter 1</td>
<td></td>
<td>Contact potential SLP site (s) listed contact person and schedule an initial meeting.&lt;br&gt;Find out and sign up for any necessary volunteer training.</td>
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<tr>
<td>3</td>
<td>Jan 31</td>
<td><strong>Writing measurable goals and objectives, collecting baseline data.</strong></td>
<td>Collins, Chapter 2</td>
<td>Meet with SLP supervisor and complete SLP commitment form.</td>
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<tr>
<td>3</td>
<td>Feb 2</td>
<td><strong>Collecting Data</strong>&lt;br&gt;Introducing A-B design</td>
<td>Excel Online Training- sample data</td>
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<td>4</td>
<td>Feb 7</td>
<td><strong>Teaching students to acquire new skills:</strong>&lt;br&gt;Prompting Strategies</td>
<td>Collins, Chapter 3</td>
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<td>SLP site secured.</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
<td>Notes</td>
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<td>4 Feb 9</td>
<td>Teaching students to acquire new skills: Prompting Strategies</td>
<td>Commitment forms due 2/9.</td>
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<tr>
<td>5 Feb 14</td>
<td>Teaching students to acquire new skills: Time delay &amp; Simultaneous-Prompting Procedures.</td>
<td>Collins, Chapter 4</td>
<td>Begin volunteering at your SLP site. Build relationships, observe generally; begin to think about possible goals.</td>
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<td>5 Feb 16</td>
<td>No lecture- in class test one 50 points.</td>
<td>Test One- 50 points.</td>
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<td>7 March 2</td>
<td>Differential reinforcement, dealing with disruptive behaviors</td>
<td>IRIS Center Module: Addressing Disruptive and Noncompliant Behaviors (Part 2) <a href="http://iris.peabody.vanderbilt.edu/module/bi2/#content">http://iris.peabody.vanderbilt.edu/module/bi2/#content</a></td>
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<td>8 March 7</td>
<td>Individual Meetings with Instructor—No in-class meetings this week.</td>
<td>Mandatory appointment with instructor. Online Module: Mastering the basics of visual analysis. <a href="https://foxylearning.com/tutorials/visualanalysis.html">https://foxylearning.com/tutorials/visualanalysis.html</a> must register for premium - $9**</td>
<td>Draft goal and data collection plan due at meeting with instructor. Continue volunteering at site; Get goal and data collection plan approved; gather baseline data- minimum of 3 baseline data points needed.</td>
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<tr>
<td>Date</td>
<td>Description</td>
<td>Assignments/Comments</td>
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<td>Mar. 14</td>
<td><strong>Promoting Generalization and Maintenance</strong></td>
<td>Collins, Chapter 7</td>
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<tr>
<td>Mar. 16</td>
<td><strong>Promoting Generalization and Maintenance</strong> (Cont.)</td>
<td>Draft Instructional Plan Due 3/16.</td>
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<td>Mar. 21</td>
<td><strong>Spring Break - No Class</strong></td>
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<td>Mar. 23</td>
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<td>Mar. 28</td>
<td><strong>No lecture - in class</strong></td>
<td>Test Two- 50 points.</td>
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<tr>
<td>Mar. 30</td>
<td><strong>Service-learning mid-semester reflection</strong></td>
<td>Reflection Two</td>
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<td>Apr. 4</td>
<td><strong>Functional Behavior Assessment</strong></td>
<td>Continue volunteering at site.</td>
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<td>Mar. 21</td>
<td>3/23</td>
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<td>Apr. 11</td>
<td><strong>Developing a Behavior Support Plan:</strong></td>
<td>Generalization assignment due 4/11.</td>
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<tr>
<td>Mar. 28</td>
<td>Antecedent and Setting Event Interventions</td>
<td>Continue volunteering at site.</td>
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<td>Mar. 30</td>
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<td>Continue implementing your intervention as designed, gathering data, making adjustments as needed.</td>
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<tr>
<td>Date</td>
<td>April 13</td>
<td>Activity Description</td>
<td>Reading Material</td>
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<tr>
<td>14</td>
<td>April 18</td>
<td>Developing a Behavior Support Plan: Teaching Alternative Skills</td>
<td></td>
<td>Continue volunteering at site. Continue implementing your intervention as designed, gathering data, making adjustments as needed.</td>
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<tr>
<td>14</td>
<td>April 20</td>
<td>Developing a Behavior Support Plan: Teaching Reinforcement-Based Strategies &amp; Teaching Communication Skills</td>
<td>Collins, Chapter 6</td>
<td>Reflection Three</td>
<td></td>
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<tr>
<td>15</td>
<td>April 25</td>
<td>Putting all the pieces together- your instructional plan</td>
<td>Work on your instructional plan in preparation for final project.</td>
<td>“Final” Instructional Plan due in class for your peer workshop.</td>
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<tr>
<td>15</td>
<td>April 27</td>
<td>TBA – make up class</td>
<td></td>
<td>Last day of intervention, Wrap up at site; goodbyes with student/staff; complete final evaluations with supervisor. Invite staff/supervisor to final presentation if appropriate.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>May 2</td>
<td>No Class- Work on Final Presentations</td>
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<tr>
<td>16</td>
<td>May 4</td>
<td>May 4- Class time longer</td>
<td>Service Learning Poster Presentations Course evaluations</td>
<td>159 Wisconsin Idea Room Time TBD by room availability.</td>
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<td></td>
<td>Final SLP Presentation (Powerpoint) &amp; Paperwork due 5/4 by 11:59pm.</td>
<td></td>
</tr>
</tbody>
</table>