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Disability Studies (DS) 1505 Teaching Individuals with Disabilities and Dealing with Challenging Behaviors (3 Units) CSU
[formerly Direct Support Education 5 and 1505]

Prerequisite: None

Advisory: Eligibility for English 1500 strongly recommended

Total Hours: 48 hours lecture

Catalog Description: This course provides an overview of methods for helping people with † disabilities effectively learn new tasks and skills. The effects of cognitive disabilities on learning are examined as well as general learning principles and learning theories. Theories are combined with these learning principles in dealing with challenging behaviors that are harmful to self or others, result in property destruction, or consistently interfere with the achievement of personal goals.

Type of Class/Course: Degree Credit

Text: Evertson, Carolyn M., and Carol S. Weinstein, ed. *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. New York: Routledge, 2006. Print.

Ory, Nathan. *Working with People with Challenging Behaviors*. New Lenox: High Tide, 2008. Print.

Course Objectives:

By the end of the course, a successful student should be able to:

1. define challenging behavior, basic behavioral terms and principles and learning theories,
2. analyze the functions and causes of behavior,
3. demonstrate skills and techniques to prevent challenging behavior,
4. develop a behavior support plan, including its purpose, and when to use it,
5. demonstrate proper methods of documenting and maintaining records related to behavior,
6. invoke the rights of individuals with disabilities with regards to behavioral supports
7. outline the responsibilities of a paraprofessional regarding behavioral interventions and rights of individuals with disabilities,
8. develop a teaching philosophy that is inclusive of individuals with disabilities,
9. select the best teaching strategy for the individual with disabilities,
10. describe the methods of preparing to teach individuals with disabilities,
11. demonstrate different teaching strategies and how to use reinforcements, and
12. contrast the difference between goals and objectives.

Course Scope and Content:

- Unit I Understanding Behavior
- A. Definitions of behavior
 - B. The importance to define behavior in observable and measurable terms
 - C. The antecedent, behavior and consequence (ABC's) of behavior
- Unit II Functions and Causes of Behavior
- A. Functions behaviors serve
 - B. Important of identifying behaviors
 - C. Functional assessments
- Unit III Understanding Positive Approaches
- A. Applied behavior analysis and the role it plays in positive behavioral supports
 - B. Historical use of behavior interventions
 - C. Positive behavior supports
- Unit IV Preventing Challenging Behavior
- A. Use of prevention strategies in reducing challenging behaviors
 - B. Selection of appropriate behaviors
- Unit V Behavior Support Plans
- A. Purpose of a behavior support plan
 - B. Objective and measurable behavior statements
 - C. Roles and responsibilities in implementing and documenting behavior support plans
- Unit VI Rules, Regulations, Policies, and Rights
- A. Individual's rights in regards to behavioral supports
 - B. Rights restrictions associated with behavioral issues
 - C. paraprofessional's responsibilities in regards to behavioral interventions
- Unit VII Teaching Individuals with Disabilities and Challenging Behaviors
- A. Selecting appropriate teaching strategies
 - B. Importance of the teaching relationship
 - C. Methods of preparing to teach individuals with disabilities and challenging behaviors
 - D. Teaching strategies
 - E. How to use reinforcements
- Unit VIII Learning Theories and Principles
- A. Principles of Learning
 - B. Learning Theories

Learning Activities Required Outside of Class:



The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Review multimedia
2. Complete writing and reading assignments
3. Participate in individual and group assignments

Methods of Instruction:

1. Lectures
2. Group discussions
3. Classroom exercises
4. Individual and/or group projects

Methods of Evaluation:

1. Instructor evaluations
2. Tests/quizzes
3. Research paper

Supplemental Data:

TOP Code:	210450: Disability Services
SAM Priority Code:	D: Possibly Occupational
Distance Education:	Online; offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable

Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	NONE