

SPECIAL EDUCATION (SPLED)

SPLED 500: Seminar in Special Education

1-9 Credits/Maximum of 9

Continuing series of professional seminars designed to provide a forum for discussion of current and classical research concerning exceptional children.

Prerequisite: EDPSY400 ; 6 credits in special education

SPLED 501: Administration and Supervision of Educational Programs for Exceptional Children

3 Credits

Problems connected with the instituting and organizing of classes for atypical children; the legal phases, finances, teaching personnel, pupil personnel, housing, equipment, courses of study, curriculum, etc.

Prerequisite: SPLED401 and EDLDR480 , or teaching or administrative or supervisory experience

SPLED 502: Educating Individuals with Autism Spectrum Disorders

3 Credits

This seminar addresses evidence-based strategies related to individuals with ASD including characteristics, assessment, treatment approaches, and life-span programming. SPLED 502 Educating Individuals with Autism Spectrum Disorders (3) This advanced seminar will address evidence-based strategies related to working with individuals diagnosed as having Autism Spectrum Disorders (ASD). Course objectives will include familiarity/competency in the following topical areas: a) cognitive, social, and behavior characteristics that affect learning; b) assessment strategies and instrumentation; c) treatment/intervention approaches; d) strategies to assess the validity of interventions according to evidence-based/empirical standards; and e) how to program across the lifespan of the individual with ASD. Course content will be delivered through lectures, discussions, peer presentations, and guest speakers. There are no prerequisites for the course.

SPLED 503A: Applied Behavior Analysis for Special Education: Basic Principles I

4 Credits

Topics include a history of applied behavior analysis; underlying assumptions; dimensions and characteristics of ABA; ethics; basic terminology and principles.

SPLED 503B: Applied Behavior Analysis for Special Education: Basic Principles II

4 Credits

Topics include functional assessment of behavior, ethics, methods to increase and decrease behavior, and generalization.

Prerequisite: SPLED503A

SPLED 503C: Applied Behavior Analysis for Special Education: Extended Applications I

4 Credits

Topics include assessment and intervention for challenging behavior, systems support, classroom applications of ABA, and review of ABA Certification Exam.

Prerequisite: SPLED503A , SPLED503B

SPLED 503D: Applied Behavior Analysis for Special Education: Extended Applications II

3 Credits

In this course students learn additional techniques to promote meaningful behavior change using principles of behavior.

Prerequisite: SPLED503A , SPLED503B , and SPLED503C

SPLED 504: Classroom and School-Wide Management Practices in Special Education

3 Credits

Developing function-based individual interventions as well as classroom-wide behavior supports for students with disabilities. SPLED 504 Classroom and School-Wide Management Practices in Special Education (3) This course is designed to build upon existing content knowledge and experience in evidence-based classroom management practices including applied behavior analysis and explicit instruction. The overall course objective is to engage students in a review of relevant theories and research on supporting positive behavior change for K-12 students with special needs, and to prepare graduate students to implement effective, evidence-based practices (e.g., classroom structure methods, reinforcement based interventions, behavior reduction strategies) when working with learners with special needs exhibiting a broad range of challenging behaviors (e.g., off task, failure to follow directions, verbal and physical aggression). This course goes beyond introductory-level classroom management courses by presenting the research base for advanced classroom and school-wide behavior change methods that require students to synthesize prior learning with new knowledge into contemporary classroom situations. The course will entail current readings from the professional literature and both individual and group projects intended to enable the learner to apply content to realistic case studies.

Prerequisite: SPLED400 or SPLED401 ; C I 495F

SPLED 505: Single-Case Research

3 Credits

Overview of research methods associated with collecting and evaluating repeated measures on single cases. SPLED 505 Single-Case Research (3) This is an advanced graduate course that introduces students to single-case research design and methodology. This course is designed to provide the student with all the necessary tools needed to formulate questions that require repeated measures observation and analysis, including the use of visual and statistical analytic methods. Intro-subject experimental designs are discussed with particular attention paid to repeated measures analysis of trends and level effect size changes, as well as supportive topics (e.g., observing and recording behavior, observer training and agreement, social validation).

SPLED 509A: Seminar in Literacy Skills Instruction for Students with Disabilities

3 Credits

Review of research in reading instruction for students with disabilities and analysis of implications for classroom practice. SPLED 509A Seminar in Literacy Skills Instruction for Students with Disabilities (3) This seminar builds on prerequisite special education courses in curriculum and instructional methods. Enrolled students will extend their knowledge of the research that examines the use of explicit instructional strategies in the context of reading. Students will review and discuss current research on classroom-based assessment, curriculum development, and instructional strategies for teaching reading to K-12 students with learning disabilities. Students will learn how to select the reading skills necessary to scaffold and enhance learners' present reading skills. Methods for using research-based assessment strategies and developing foundational reading skills within a classroom context will be described.

Prerequisite: SPLED400 ; SPLED403A or SPLED403B

SPLED 509B: Seminar in Writing and Content Literacy Instruction for Students with Disabilities

3 Credits

Evidence-based methods for designing and implementing writing and content literacy instruction for learners with special needs across content areas. SPLED 509B Seminar in Literacy Skills Instruction for Students with Disabilities (3) This seminar builds on prerequisite special education courses in curriculum and instructional methods. Enrolled students will extend their knowledge of the research that examines the use of explicit instructional strategies in the context of reading. Students will review and discuss current research on classroom-based assessment, curriculum development, and instructional strategies for teaching reading to K-12 students with learning disabilities. Students will learn how to select the reading skills necessary to scaffold and enhance learners' present reading skills. Methods for using research-based assessment strategies and developing foundational reading skills within a classroom context will be described.

Prerequisite: SPLED400 ; SPLED403A or SPLED403B

SPLED 509C: Seminar in Mathematics and Science Instruction for Students with Disabilities

3 Credits

Explore advanced methods of effective mathematics and science instruction for students with disabilities. SPLED 509C Seminar in Mathematics and Science Instruction for Students with Disability (3) This seminar builds on prerequisite special education courses in curriculum and instructional methods and is designed for students who desire to develop advanced knowledge of intervention research in mathematics and science and practical application of the most effective instructional practices for students with disabilities. The focus of the course is on developing an indepth knowledge of the scientifically supported instructional and assessment practices for students with disabilities in mathematics and science. This course will cover five key topical areas. In the first area, the high quality indicators of intervention research are explored through a series of readings and classroom discussions. In the second topic area, specific instructional practices supported in the research for teaching mathematics to students with disabilities are presented, discussed, and synthesized. Similarly, in

the third topic area specific instructional practices supported in the research for teaching science to students with disabilities are presented, discussed, and synthesized. In the fourth area, the advanced application of curriculum-based measurement procedures is developed. Finally, in the fifth area, current and emerging technology applications for students with disabilities in mathematics and science are reviewed and presented.

Prerequisite: SPLED400 ; SPLED403A or SPLED403B

SPLED 510: Educational Considerations for Students with Intellectual and Developmental Disabilities

3 Credits

Current and historical approaches to the assessment and instruction of students with intellectual and developmental disabilities.

Prerequisite: SPLED305 ; SPLED401 or SPLED411

SPLED 512: Advanced Instructional Design and Delivery for Students with High-Incidence Disabilities

3 Credits

Explore research underlying effective instruction for students with high-incidence disabilities and use information to design and deliver class lessons. SPLED 512 Advanced Instructional Design and Delivery for Students with High-Incidence Disabilities (3) The purpose of SPLED 512 is to provide advanced discussion and application of appropriate methodology for teaching academic skills to students with significant learning difficulties. The majority of the course deals with a review of the research on (and practical application of) effective practices for designing and delivering academic instruction and independent work to students who do not learn optimally under current conditions within their general education classes. Students will review and discuss both foundational and current research in instructional design for students with learning difficulties. Readings will be drawn from research in general education, special education, cognitive psychology, and educational psychology. Students will read and discuss the research literature on underlying cognitive processes which impact learning for students with learning disabilities (e.g. attention, executive functioning, working memory, prior knowledge) and on intervention research with this population. In addition, students will demonstrate the ability to make practical application of these research-based methods in designing and delivering instruction.

Prerequisite: SPLED403A or SPLED403B

SPLED 515: Infants and Toddlers with Special Needs

3 Credits

Comparison of typical and atypical development of infants and toddlers; applicable instructional strategies in education.

Prerequisite: at least one year teaching experience with elementary-age children

SPLED 516: Assessment in Early Educational Intervention

2-3 Credits/Maximum of 3

Describes and illustrates models, methods, and materials for assessing infants and preschoolers with developmental delays and disabilities.

Prerequisite: SPLED415

SPLED 520: Current Issues in Special Education

3 Credits

Explore current issues and research in the field of special education.

Prerequisite: SPLED525

Cross-listed with: EDPSY 520

SPLED 521: Capstone Seminar in Special Education

3 Credits

Seminar dealing with advanced research analysis, interpretation, synthesis, and presentation in special education. SPLED 521 Capstone Seminar in Special Education (3) SPLED 521 is the capstone course of the M.Ed. in Special Education. In this course students develop and present their capstone projects. Projects generally relate to topics explored in both the student's area of emphasis, as well as in an initial research course. Projects may involve quantitative or qualitative data collection or syntheses of literature. Early in the course, students develop and refine research questions of their own interest. After questions are clearly delineated, students learn methods of data collection that will assist in answering their questions. Students will then learn skills needed to write for both practitioner and research outlets. Finally, students will develop and present their key findings to the class using appropriate technology.

Prerequisite: SPLED573

SPLED 525: Teaching Learners with Disabilities in Inclusive Settings

3 Credits

Strategies for educating learners with disabilities in inclusive settings with an emphasis on instruction, accommodations, collaboration, and consultation.

Prerequisite: SPLED400 or SPLED425

SPLED 530: Current Issues and Research in Education for Students with Learning Disabilities

3 Credits

Specific learning disabilities is the largest diagnosis for which students receive special education services under the Individuals with Disabilities Education Act. A learning disability has a life-long impact on the individual with the learning disability. The information shared in this course will benefit educators, parents, policy-makers, educational leaders, and other educational stakeholders and school personnel. In this course, learners evaluate and synthesize research and theoretical implications in the educational and behavioral support of students with learning disabilities. Topics include characteristics and diagnosis of learning disabilities, profiles of learning disabilities (e.g., dyslexia), evidence-based practices to support students with learning disabilities, personal experiences with learning disabilities, and myths or common misunderstandings of learning disabilities.

Prerequisite: SPLED305

SPLED 540: Orientation to PhD Study in Special Education

3 Credits

Information and skills needed for successful completion of Ph.D. study in Special Education for those targeting academic careers. SPLED 540

Orientation to PhD Study in Special Education (3) Offered every fall semester, this course is for students new to Ph.D. study in Special Education to prepare them for Candidacy and initiation of a line of research. Students take the course during their first semester in the Program. Based upon special offerings and typical numbers of new Ph.D. students in Special Education the anticipated enrollment will be 5-7 students. The course is intended to provide students frequent feedback on development of basic search skills and skills related to conducting a systematic review of professional literature, a skill that is prerequisite to development of a research agenda. At this point in their development, students are not expected to be able to formulate experimental research questions or use the IRB. They are still at a point at which they need to develop their skills reading and synthesizing current literature as a foundation for future experimental efforts (development of hypotheses, experimental designs, and IRB approvals are all covered in later courses). Students will receive feedback from the instructor and from peers as well as provide it to peers thereby developing their own feedback and editing skills (students actually receive feedback on their feedback). Towards the end, they need to be able to recognize varying forms of literature reviews (differing purposes and methods) and developing a means for conducting their own reviews in a systematic, replicable manner. They need to work on technical writing skills and on organization and using APA style. To accomplish this requires a lot of discussion and analysis of work in separate stages of development of a review. Generally the content includes basic information and skills needed for successful completion of Ph.D. study including: Campus resources, pitfalls, technical writing skills, setting a research agenda (research to practice issues) and conducting systematic reviews of professional literature. While this may not sound like much, it is important to note that this is a highly individualized course with an emphasis on skill development. Therefore, as a result of participation students will: (1) become acclimated to PSU information resources, (2) identify ways to keep on track during PhD study, (3) identify local support networks, (4) locate 3 systematic reviews of the professional literature and identify key features, (5) identify 3 key issues in research to practice in Special Education, (6) complete electronic searches for references on a topic assigned by the course instructor, (7) write an 18-22 page, systematic review (which will include introduction, methods, results, and discussion/implications sections), of the literature on a topic assigned by the instructor and based upon search results, (8) practice formulating "good" (i.e., answerable) research questions, (9) distinguish between plagiarism and appropriate citation of other works, (10) refine technical writing skills (including using APA style), (11) develop feedback/editing skills in the area of technical writing, and (12) prepare an oral presentation of their results complete with visuals. Methods of evaluation are primarily subjective and will include both peer and instructor assessments. Peer feedback during the development of the systematic review will not carry weight toward a final grade although the instructor will provide feedback to peers on their feedback to each student. The instructor's feedback will largely be individual and in writing and orally in private meetings with each student as the review is conducted in steps (e.g. introduction, results, etc.). Instructor's feedback will include areas related to technical writing in Special Education such as correct APA format, organization, substantiating claims, analysis and synthesis skills, and providing solid rationale for the effort.

Prerequisite: admission to Ph.D. study in Special Education

SPLED 550: Professional Seminar in Special Education

2 Credits

Professional competencies and ethical issues related to obtaining and retaining positions in higher education. SPLED 550 Professional Seminar

in Special Education (2) SPLED 550, Professional Seminar in Special Education is a required course for all doctoral candidates in the Special Education Program. The purpose of the seminar is to discuss and further develop professional competencies needed to obtain and retain positions in higher education as well as discuss issues related to professional ethics. Topics will include university teaching, applying and interviewing for a job, conference presenting, developing inservice programs and other expectations of higher education not covered in other coursework. In addition, ethical issues related to conducting research and working with students, staff and colleagues will be covered.

Prerequisite: admission to Special Education doctoral program and successful completion of candidacy in special education

SPLED 554: Developing and Interpreting Assessments in Special Education

3 Credits

Advanced assessment of special needs learners including research and legal basis for norm-referenced and informal assessments.

Prerequisite: SPLED573 or equivalent

SPLED 570: Problems in the Education of the Emotionally Disturbed

3 Credits

Current Issues and Research in Education for Students with Challenging Behaviors

SPLED 573: Introduction to Research in Special Education

3 Credits

A seminar to review and design research in special education. SPLED 573 Introduction to Research in Special Education (3) The research literature provides professionals in the field with an array of valuable information. Unfortunately, this literature is, for various reasons, under-utilized by classroom teachers. The ultimate purpose of this class is to help teachers find solutions in the literature to everyday classroom problems. In line with this purpose, teachers will learn how to (a) find information in the literature, (b) evaluate the technical adequacy of the information, and (c) apply the information in their setting.

Prerequisite: SPLED454

SPLED 575: Grant-Proposal Development in Special Education

3 Credits

Designed to facilitate development of grants and proposal writing techniques for submission and funding by student researchers.

Prerequisite: EDPSY400 , SPLED573

SPLED 594: Reserach Topics

1-15 Credits/Maximum of 15

Supervised student activities on research projects identified on an individual or small-group basis.

SPLED 595: Internship

1-12 Credits/Maximum of 12

Supervised off-campus, nongroup instruction, including field experiences, practicums, or internships. Written and oral critique of activity required. A specific title may be used in each instance and will be entered on the student's transcript. Multiple offerings may be accommodated by the use of suffixes A, B, etc.

SPLED 595A: Practicum

1-6 Credits/Maximum of 6

Supervised clinical experience on campus in University-managed diagnostic and remedial settings.

Prerequisite: SPLED412 . PA Act 34 clearance required. In addition, non-Pennsylvania residents must provide evidence of an FBI background information check. (Forms: 228 Chambers)

SPLED 595B: Field Experiences in Off-Campus Laboratories

1-10 Credits/Maximum of 10

Supervised off-campus field experiences in selected laboratory settings with exceptional children.

Prerequisite: SPLED412 , SPLED595A . PA Act 34 clearance required. In addition, non-Pennsylvania residents must provide evidence of an FBI background information check. (Forms: 228 Chambers)

SPLED 595C: Intern Sp Ed Sup

1-6 Credits/Maximum of 6

Prerequisite: SPLED595B

SPLED 596: Individual Studies

1-9 Credits/Maximum of 9

Creative projects, including nonthesis research, which are supervised on an individual basis and which fall outside the scope of formal courses.

SPLED 597: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject which may be offered infrequently.

SPLED 600: Thesis Research

1-15 Credits/Maximum of 999

No description.

SPLED 601: Ph.D. Dissertation Full-Time

0 Credits/Maximum of 999

No description.

SPLED 602: Supervised Experience in College Teaching

1-3 Credits/Maximum of 6

Experience in structuring and teaching a college course supervised by a graduate faculty member.

SPLED 610: Thesis Research Off Campus

1-15 Credits/Maximum of 999

No description.

SPLED 611: Ph.D. Dissertation Part-Time

0 Credits/Maximum of 999

No description.

SPLED 801: Evidence-Based Student, Classroom, and School-Wide Behavior Supports

3 Credits

Overview of motivation, encouraging positive behaviors, effective classroom management, performance feedback, functional behavior assessment, collaboration, generalization, and maintenance of behavior.

SPLED 802: Design and Delivery of Evidence-Based Instruction for Learners with Special Needs

3 Credits

Evidence-based methods for designing, delivering, and adapting instruction for students with special needs in general education settings.

SPLED 803: Evidence-Based Assessment for Teaching Learners with Special Needs

3 Credits

Overview of special education assessment law, the assessment process, monitoring academic progress, classroom behavior, and assessing learners with severe disabilities. SPLED 803 Evidence-Based Assessment for Teaching Learners with Special Needs (3) This course provides an overview of special education law and methods to assess learners with special education needs in the general education setting. Roughly 15% of the course provides knowledge related to historical and legal foundations of special education that relates to general education teachers and settings. The remaining content focuses on assessing learners with both mild and more severe disabilities in general education settings. Specifically, students will learn how children are identified with special needs and found eligible for special education services. Students will learn about the value and importance of collecting and using data to make informed instructional decisions. Different assessment procedures will also be covered including norm-referenced tests and progress monitoring through the use of curriculum-based measures. Students will learn to create and implement assessments across a variety of content areas such as reading, writing, mathematics, and vocabulary (in social studies or science classes). An important part of data collection procedures is the ability to graph data and subsequently make decisions based on this data; thus, a portion of the course will focus on these skills. Students will also learn how to monitor classroom behavior. Finally, there will be a focus on assessing learners with more severe disabilities. Functional behavior assessments as well as accommodating learners with severe needs will be discussed.

SPLED 806: Foundations of Applied Behavior Analysis

3 Credits

This course covers the foundational underpinnings of the field of applied behavior analysis, which uses principles of behavior to positively impact client outcomes. The field emphasizes an empirical base through the use of experimental analysis of key variables in order to develop evidence-based interventions. This course is divided into two main areas. In the first half of the course, content is centered around behavior as a science and the historical foundations of applied behavior analysis. The second half of the course is comprised of an examination of respondent and operant conditioning as well as basic principles of behavior.

SPLED 807: Concepts and Principles of Applied Behavior Analysis

3 Credits

This course is a prerequisite to subsequent courses in the applied behavior analysis course sequence. This course teaches the basic principles of applied behavior analysis, the building blocks necessary for developing evidence-based behavioral interventions. Defining and operationalizing behavior will be reviewed and then students will take an in-depth look at the principles of reinforcement and punishment. Students will review respondent and operant conditioning and then will learn about contingencies and stimulus control, schedules of reinforcement and the various types of differential reinforcement, and motivating operations. Finally, verbal behavior will be covered including exploration of each of the verbal operants and an overview of the application of verbal behavior training toward communication goals. Throughout the course, an emphasis will be placed on understanding these principles in applied contexts.

Prerequisites SPLED 806

SPLED 808: Assessment of Behavior in Contexts

3 Credits

This course teaches students how to conduct and interpret various behavioral assessments. The course will begin with a discussion of the purpose of assessment, determining the need for behavior analytic services, and record review and intake considerations. Students will then explore various behavioral assessments including skills assessments, preference assessments, direct and indirect functional behavior assessments, and experimental functional analysis. Finally, students will learn how to interpret the results of the assessments to accurately determine the function of problem behavior.

Prerequisites SPLED 505 and SPLED 806

SPLED 809: Behavioral Change Procedures and Management I

3 Credits

This course is a prerequisite to subsequent courses in the applied behavior analysis course sequence. This course utilizes the concepts and foundations taught in the prerequisite courses in order to guide students towards developing the skills necessary in implementing evidence-based practices and selecting the appropriate procedures when targeting behaviors for change. The course will begin with an overview of intervention and will continue with an exploration of reinforcement-based interventions and establishing stimulus control. Students will then take an in-depth look at various instructional procedures including environmental arrangements, imitation, modeling, shaping, chaining, and

equivalence-based instruction. Content will then focus on interventions to decrease target behaviors and will finally conclude with strategies to promote generalization and maintenance of behavior change.

SPLED 810: Behavioral Change Procedures and Management II

3 Credits

As one of the final courses in the applied behavior analysis sequence, this course builds on the concepts taught in the prerequisite courses and will cover organizational behavior management, which can be defined as using a behavior analytic framework to teach students how to train, supervise, monitor, and provide feedback to personnel who are implementing academic and behavior change programs. Students will also take an in-depth look at using function-based assessment to guide the development and implementation of interventions. The course will conclude by covering advanced content in the areas of verbal behavior and equivalence-based instruction.

Concurrents: SPLED 809

SPLED 811: Ethical Considerations for Special Education Populations

3 Credits

Recommended Preparations: SPLED 503A Ethical behavior is a key component of any human service enterprise. Before a special education teacher or behavior analyst can effectively work with a client or student, they must first establish an environment of trust. This trust is built through ethical behavior on the part of the practitioner. In this class students will learn about the governmental and professional disciplinary standards that regulate the field of behavior analysis in special education. Beyond the letter of the law, students will work through case studies where ethical dilemmas are presented in an effort to tease out the underpinnings of ethical behavior. In this class students will work through five major content areas that are related to ethics in behavior analysis. As a foundation, Federal, State, and Local statutes that pertain to the practice of behavior analysis will be presented. Additionally, other key legal issues such as informed consent and privacy will be discussed. Next, students will learn about definitions of ethics along with the most common ethical dilemmas in the field. Relatedly, students will learn about the reporting of unethical behavior. After the more general treatment of ethics, the class will move on to more formal codes of ethical conduct, which include those promulgated by the Council for Exceptional Children and the Behavior Analyst Certification Board. The final third of the class is focused on ethics within practice and includes topics such as working and communicating with families in a responsible manner and strategies to support ethical behavior. After successfully completing this course students should will be able to (a) describe ethical behavior, (b) discuss relevant governmental regulations regarding behavior analysis in schools, (c) discuss the disciplinary standards of the Behavior Analyst Certification Board, (d) discuss the ethical standards of the Council for Exceptional Children, and (e) identify effective communication skills with clients and students

SPLED 867: Practicum in Applied Behavior Analysis

2-4 Credits/Maximum of 10

Supervised experience in applied settings implementing behavior management techniques.

Concurrent: SPLED503A, SPLED503B , SPLED503C , SPLED503D

SPLED 897: Special Topics

1-9 Credits/Maximum of 9

Formal courses given on a topical or special interest subject with a professional orientation that may be offered infrequently.