

Department of Human Services
EPS 560.020 – Learning and Cognitive Development
Fall 2019

Name: Dr. Jaime Flowers

Email: Flowers.jaime.marie@gmail.com

Phone: 949.391.7549

Office: TBA

Office Hours: Tuesday 11:00-12:30, Wednesday 12:30-2:00, Thursday 8:00-9:30

Department: Department of Human Services

Class meeting time and place: Tues 7:15-9:45/Location TBA

Credits: 3

Course Description

This course is the study of basic processes that determine student learning and cognition with emphasis on applications to the instruction and treatment of learners with disabilities. The course focuses on the basic empirically-derived principles of learning and directly relates to the National Association of School Psychologists requirements, as reflected by the following Program Learning Outcomes. In addition, the course reflects the SFASU Perkins College of Education's Conceptual Framework.

Additionally, this course serves as an introduction to applied behavior analysis and school-based behavioral intervention.

Program Learning Outcomes

The complete listing of the standards associated with the PLOs, SLOs, assignments, and assessments are located on the PCOE website.

This course reflects the following core values of the College of Education:

- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior
- Service that enriches the community

The mission of the College of Education is to prepare competent, successful, caring, and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice, and continued professional and intellectual development in an interconnected global society.

This course also supports the mission of the Human Services Department.

Student Learning Outcomes

1. **Practical Knowledge:** The candidate will demonstrate a comprehensive knowledge of theory, practice, research, and assessment.
2. **Content Knowledge:** The candidate will demonstrate basic knowledge of the school psychology profession, specifically: assessment and treatment, prevention and intervention, applied psychological foundations, applied educational foundations, and ethical and legal considerations.
3. **Behavior Assessment:** The candidate will identify and operationally define current problem areas, strengths, and needs through assessment, and measure the results of decisions based on those evaluations.
4. **Pedagogical and Professional Knowledge, Skills, and Dispositions:** The candidate will demonstrate knowledge, skills, and professional work characteristics/ dispositions and effectively apply them in practice.
5. **Application of Principles and Procedures:** Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice.

NASP Domains addressed by this course:

Domain 1: Data-Based Decision Making and Accountability

- School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

Domain 3: Interventions and Instructional Support to Develop Academic Skills

- School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

- School psychologists have knowledge of biological, cultural, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning, and mental and behavioral health.
- School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

Domain 8: Diversity in Development and Learning

- School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.
- School psychologists provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, backgrounds and across multiple contexts.
- Understanding and respect for diversity in development and learning, advocacy for social justice, are foundations for all aspects of service delivery.

Domain 9: Research and Program Evaluation

- School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Student Learning Outcomes:

1. Students will demonstrate knowledge and comprehension of basic principles of learning. (**Critical Thinking**) (1, 3, 4, 8, 9)
2. Students will demonstrate knowledge of similarities and differences between principles of learning and other theoretical explanations of behavior. (**Critical Thinking**) (3, 4, 8)
3. Students will identify the primary function of behavior, given a vignette. (**Critical Thinking, Communication**) (1, 8, 9)
4. Students will work in groups to develop an appropriate behavior intervention plan using mock assessment data. (**Critical Thinking, Teamwork, Communication, Social Responsibility**)
5. Students will demonstrate appropriate behavior and dispositions in order to be effective in a diverse educational environment (**Communication; Personal responsibility; Social Responsibility**) (8)

Text and Materials

- 1.) Mazur, J. E. (2017). Learning and behavior, 8th ed. New York, NY: Routledge.
- 2.) This course uses Schoology.com. The course access code is **HN3G-QXK2-QHNWN**
- 3.) I will provide you with directions to access the course materials through Schoology.com.
- 4.) Please bring a computer or tablet to class.

Course Requirements

- 1.) **Quizzes:** There will be 15 Quizzes in this course. Quizzes will include 10 multiple choice and true/false questions. These questions will be derived from the required readings. Please be aware that you are responsible for all the material in the chapters. The quizzes will be

administered online via Schoology. You will take the quiz on your computer during class. (10 points each)

- 2.) **Reflection Papers:** There will be 15 Reflection papers in this course. These papers will be 250 words on a subject from the reading each week. They will be completed in class. (10 points each)
- 3.) **Participation self-report:** You will rate your participation in the class each week. At the end of the week you will give yourself a participation rating. Self-rating helps to develop important meta-cognitive skills that contribute to a range of important graduate capabilities (10 points each).
- 4.) **FBA Analysis*:** Given a vignette of mock FBA data, students will develop a summary of the target behavior and its hypothesized function. Summaries should be 1-2 paragraphs in length and follow APA formatting guidelines for font, size, and spacing. (30 points)
- 5.) **Behavior Intervention Plan*:** Given a vignette, students will work in groups of 2-3 to develop a behavior intervention plan to target a behavioral excess (target behavior) and a behavioral deficit (replacement behavior) utilizing the principles of behavior. Intervention plans should include an operational definition of the behaviors, antecedent procedures, consequent procedures, and data collection methods for monitoring progress. Intervention plans should also include references used in developing the plan. *A rough draft may be submitted to the instructor a minimum of one week before the due date for 5 extra credit points. Points will be awarded on a sliding scale according to the thoroughness of the draft.* The same grade for the rough draft and final draft will be awarded to each member of the group. (50 points).
- 6.) **Final Exam:** You will take a Final Exam. This exam will be 100 questions. It will be based on the quizzes and made up of information in your reading. (100 points)

Course Calendar

	Subject	Chapter	Class Activities
8/27	Introduction History, background and basic concepts	Ch. 1	Ice Breaker Syllabus Reflection Paper Small Group Activity Participate in a study Participation Quiz
9/3	Innate patterns of behavior	Ch. 2	Quiz Discussion Questions Small Group Activity Reflection Paper Participation Quiz
9/10	Classical Conditioning	Ch. 3	Quiz Discussion Questions Small Group Activity Reflection Paper Participation Quiz
9/17	Research on Classical Conditioning	Ch. 4	Quiz Discussion Questions Small Group Activity Reflection Paper

			Participation Quiz
9/24	Operant Conditioning and Research	Ch. 5, Ch. 8 Skinner, B. F. (1981)	Quiz Discussion Questions News Article Activity Reflection Paper Participation Quiz
10/1	Reinforcement Schedules	Ch. 6	Quiz Discussion Questions Reflection Paper Participation Quiz
10/8	Punishment	Ch. 7	Quiz Discussion Questions Reflection Paper Participation Quiz
10/15	Stimulus Control	Ch. 9	Quiz Discussion Questions Reflection Paper Participation Quiz
10/22	FBA Activity	Baer, Wolf, & Risley, 1968	Quiz FBA Activity Reflection Paper Participation Quiz
10/29	Comparative Cognition Function based Intervention	Ch. 10 Repp & Karsh, 1994	Quiz Reflection Paper Participation Quiz
11/5	Observational Learning	Ch. 11 Bannerman et al., 1990	Quiz Discussion Questions Reflection Paper Participation Quiz
11/12	Choice And Scientific Skepticism	Ch. 12 Alferink, 2007; Alferink & Farmer- Dougan, 2010, Gorman, 2003	Quiz Discussion Questions Reflection Paper Participation Quiz
11/19	Data Collection & Graphing	Ch. 14 Deochand, Costello, & Fuqua, 2015; Dixon et al., 2009	Quiz Discussion Questions Reflection Paper Participation Quiz BIP Due
11/25-11/29	Thanksgiving Break		
12/3	Final		

Grading Policy

Evaluation and Assessments (Grading):

15 Quizzes (2 lowest scores dropped)	120
15 Reflection papers (2 lowest scores dropped)	120
Participation Rating (2 lowest scores dropped)	120

Final	100
FBA Assignment	30
<u>Best Practices Presentation</u>	<u>50</u>
Total	540

Grading Scale

A	486-540 points
B	432-485 points
C	378-431 points
D	324-377 points
F	Below 324

Attendance Policy

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student's attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Integrity (A-9.1)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades *Semester Grades Policy (A-54)*

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.