

***Prevention and Remediation of Classroom Behavior Problems***  
**EPSY 4310/6310**  
**Spring 2005**

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***Course Goals and Objectives***

This course was designed to address a need expressed by beginning, as well as experienced, classroom teachers. Specifically, classroom teachers often say that while they are well-prepared to develop and deliver lesson plans, their education is sorely lacking with regard to discipline issues and classroom behavior management. Furthermore, school psychologists and school counselors often are overtaxed and unable to devote much of their time to help individual teachers identify and remediate behavior problems in the classroom. It is perhaps not too surprising that classroom teachers cite discipline problems as their number one reason for leaving the teaching profession. Thus, the major objective of this course is to help teachers, and others who work with children, to prevent and intervene with behavior problems in the classroom or other similar setting. Two goals for this class are for students to:

- ❖ learn principles of classroom behavior management that will help to prevent classroom behavior problems, and
- ❖ learn principles of behavior management that will help you know how to intervene with children who exhibit behavioral, social, and emotional difficulties that are interfering with academic performance.

Beyond gaining knowledge of the principles of behavior management, it is also important for students to gain some practice in applying the tools. Class activities and assignments are designed to help students gain practice in applying the procedures covered in the assigned readings as well as the lecture portion of the class. Thus, an additional goal is for students to:

- ❖ gain experience applying behavior management procedures at the classroom- and individual-level.

In addition, graduate students in this course (those registered for EPSY 6310) will gain more practical experience in applying the principles by participating in a lab section of the course. (Those seeking more advanced hands-on training will be able to register for EPSY 6000 as an accompaniment for this course).

Class sessions will be used for lecture, discussion, and class activities. Therefore, consistent attendance and participation in activities is an important part of this course. *A premium is placed on thoughtful, critical thinking while reading, discussing ideas, completing assignments, and participating in class activities.* It is important that reading assignments and homework assignments are completed before the class session covering that topic.

***Assessment***

Course grades will be assigned based on class participation (10%), homework assignments (20%), a mid-term exam (30%), and a final comprehensive exam (40%). The final course grade also could be adversely impacted by poor attendance (see below).

- ❖ **Class Participation:** Students need to participate fully in class *activities* (including the lab portion of the class for the graduate students) and contribute to class *discussions* to earn full credit.
- ❖ **Homework assignments:** For most weeks, homework questions will be assigned. Assignments must be turned in by the beginning of class in order to receive full credit.

- ❖ **Mid-term examination:** An in-class essay and short-answer exam will be given Feb 24<sup>th</sup>.
- ❖ **Final comprehensive examination:** The final examination will be comprehensive and will take place, according to the UGA schedule, on Tuesday, May 10, 2005 from 7:00 - 10:00 pm.

### *Attendance Policy*

The following attendance policy is in line with the University of Georgia guidelines. (Keep in mind that because this course meets only one day per class, there are only 15 class sessions per semester).

1. After 2 missed classes, students' final grade will be dropped one letter grade.
2. After 3 missed classes before midterm, students will be assigned a grade of "withdraw passing W." If students miss 4 or more class sessions before the end of the semester, you will be assigned a "withdraw failing WF."
3. Doctors' notes will be accepted to excuse absences; however, dates must match date absent from class.
4. Students are excused for religious holidays. However, it is required that students notify the instructor in advance, in writing (email is acceptable) of this absence.
5. If students are absent when work is due or an examination is given, students will receive a "0" for the assignment or examination unless special arrangements have been approved in writing by the instructor prior to the absence.
6. Promptness is expected. Late arrivers disrupt the learning of everyone. Please be considerate of others. Repeated tardiness (30 min late for 3 class sessions) could result in a reduction of your grade or withdrawal from class.

### *Academic Honesty*

The University of Georgia's policies on academic honesty (in the Undergraduate and Graduate Bulletins) are strictly enforced in this class. Please familiarize yourself with these policies.

### *Required Texts*

Alberto, P.A. & Troutman, A.C. (2003). *Applied behavior analysis for teachers (6<sup>th</sup> edition)*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Jones, V. & Jones, L. (2004). *Comprehensive classroom management: Creating communities of support and solving problems (7<sup>th</sup> edition)*. Boston, MA: Allyn & Bacon/Pearson

### *Class Schedule*

Jan 13 (1): Introduction

#### **PART 1: Prevention of Classroom Behavior Problems**

Jan 20 (2): Foundations of comprehensive classroom management

*Reading:*

Jones & Jones: chapter 1

Jones & Jones: chapter 2

*Homework:*

Jones & Jones Activity 1.2 (p.36; \_ to 1 page typed)

Jan 27 (3): Creating positive interpersonal relationships in the classroom

*Reading:*

Jones & Jones: chapter 3

Jones & Jones: chapter 4

*Homework:*

Jones & Jones Activity 3.7 (p. 118)

Feb 3 (4): Increasing student motivation and learning

*Reading:*

Jones & Jones: chapter 6

*Homework:*

Jones & Jones Activity 6.1 (p. 248; only part 2 of the activity – and just list one way instead of two...)

Feb 10 (5): Minimizing disruptive behavior by effective classroom organization and management

*Reading:*

Jones & Jones: chapter 7

*Homework:*

Jones & Jones Pause & Consider 7.3 (p. 270; complete the first part beginning with “consider...”)

## **PART 2: Remediation of Classroom Behavior Problems**

Feb 17 (6): Introduction to applied behavior analysis; Preparing behavioral objectives

*Reading:*

Alberto & Troutman chapter 1 (pp. 18-47)

Alberto & Troutman chapter 2

*Homework:*

See attached

Feb 24 (7): MIDTERM EXAM

March 3 (8): Procedures for collecting data

*Reading:*

Alberto & Troutman chapter 3

*Homework:*

See attached

March 10 (9): Developing a hypothesis for behavior change: Functional assessment and functional analysis

*Reading:*

Alberto & Troutman chapter 6

*Homework:*

See attached

March 17 SPRING BREAK

March 24 (10): Arranging consequences that increase behavior

*Reading:*

Alberto & Troutman chapter 7

*Homework:*

See attached

March 31 (11): Arranging consequences that decrease behavior

*Reading:*

Alberto & Troutman chapter 8

*Homework:*

See attached

April 7 (12): Differential reinforcement: Stimulus control and shaping

*Reading:*

Alberto & Troutman chapter 9

*Homework:*

Alberto & Troutman: Question 3 (p. 435)

April 14 (13): Providing for generalization of behavior change

*Reading:*

Alberto & Troutman chapter 10

*Homework:*

See attached

April 21 (14): Teaching students to manage their own behavior

*Reading:*

Alberto & Troutman chapter 11

*Homework:*

See attached

April 28 (15): Responsible use of applied behavior analysis procedures

*Reading:*

Alberto & Troutman chapter 12

*Homework:*

Alberto & Troutman Question 1 (p. 520).

## Homework Assignments

Feb 17 (6): Preparing behavioral objectives

Behavior-Change Project: Identify a behavior you want to change in yourself, a student, or someone around you. Pinpoint the behavior, provide an operational definition of it, and write a measurable behavior objective.

March 3 (8): Procedures for collecting data

As part of the behavior-change project, identify the data recording procedure and format you will use to record the behavior you targeted for change. Turn in sample data on the appropriate data recording sheet, and then summarize your work in an essay.

March 10 (9): Developing a hypothesis for behavior change: Functional assessment and functional analysis

For your behavior-change project, conduct a functional analysis of the behavior you are targeting for change. Note setting events, antecedents, behaviors, consequences, and the possible function of the targeted behavior.

March 24 (10): Arranging consequences that increase behavior

Develop a token system you could use in your own class. Refer to the text and include the four things your students will need to know when you implement a token system. Identify the exchange system, how tokens will be earned, what reinforcers will be available, and the required behaviors.

March 31 (11): Arranging consequences that decrease behavior

Expand the token system you developed for last week, by incorporating differential reinforcement strategies as well as strategies that focus on removing desirable stimuli.

April 14 (13): Providing for generalization of behavior change

Develop a lesson plan that incorporates objectives that promote skill generalization.

April 21 (14): Teaching students to manage their own behavior

Develop a self-management system in which a student is able to manage his or her own behavior. Include self-recording, self-monitoring, and self-reinforcement.