

***Prevention and Remediation of Classroom Behavior Problems***  
**EPSY 4310**  
**Spring 2008**

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***Course Goals and Objectives***

1. Students will be familiar with conventions for recording, displaying, and interpreting behavioral observation data.
2. Students will know how to design, implement, and evaluate behavioral intervention programs for teaching new skills, increasing desired behavior, promoting fluency and generalization, and decreasing undesired behavior.
3. Students will be familiar with applied behavior analysis as a general approach to teaching new skills and managing children's behavior.
4. Students will know how to write behavioral objectives, conduct a functional assessment, and use the resulting information to select effective interventions for children.
5. Students will be familiar with the benefits and limitations of functional versus structural explanations for children's behavior problems. Students will also have the opportunity to review and critique original treatment studies in applied behavior analysis.
6. Students will be familiar with various procedures for measuring behavior and monitoring progress.
7. Student will be familiar with standard behavioral intervention protocols for presenting learning tasks (e.g., graduated guidance, prompt and fade procedures), increasing desired behavior (e.g., behavioral contracts, token economies, self monitoring), and decreasing undesired behavior (e.g., differential reinforcement, time out, overcorrection).
8. Students will be familiar with ethical issues concerning the responsible use of punishment.

***Attendance Policy***

The following attendance policy is in line with the University of Georgia guidelines.

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 Textbook and Supplemental Readings***

Alberto, P.A., & Troutman, A.C. (2008). *Applied behavior analysis for teachers (8<sup>th</sup> edition)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

(Article 1) Martens, B.K., & Witt, J.C. (2004). Competence, persistence, and success: The positive psychology of behavioral skill instruction. *Psychology in the Schools, 41*, 19-30.

(Article 2) Martens, B.K., Eckert, T.L., Begeny, J.C., Lewandowski, L.J., DiGennaro, F., Montarello, S., Arbolino, L., Reed, D.D., & Fiese, B.H. (in press). Effects of a fluency-building program on the reading performance of low-achieving second and third grade students. *Journal of Behavioral Education*.

(Article 3) Goh, H.L., Iwata, B.A., & DeLeon I.G. (2000). Competition between noncontingent and contingent reinforcement schedules during response acquisition. *Journal of Applied Behavior Analysis, 33*, 195-205.

(Article 4) Martens, B.K. (1992). Contingency and choice: The implications of matching theory for classroom instruction. *Journal of Behavioral Education, 2*, 121-137.

### ***Assignments and Exams***

***Exams (60% of grade)***. Three (3) exams will be held during the semester, each counting for 20% of your grade. The exams will typically contain multiple-choice items, identification or definition items, data displays, and short-answer essay items. Questions for the exams will be sampled equally from lectures and readings. Exams are NOT cumulative and will typically contain one or more extra credit questions.

***Study Questions (20%)***. Students working in teams of 2 are required to select a Research Article from the *Journal of Applied Behavior Analysis* and answer the Study Questions that appear at the end. Answers are to be typewritten (double spaced) and completed collaboratively. A list of Research Articles from which students can choose is provided below.

***Presentation (20%)***. Students will develop an intervention and present fake results from their intervention.

### ***Policy on Missed Exams and Academic Dishonesty***

Written documentation of illness or personal tragedy is required to be excused from completing an exam at the scheduled time. Unacceptable excuses will result in a score of 0% for the missed exam. Make-up exams for acceptable excuses must be completed within two weeks of the missed exam. It is the responsibility of the student to contact the professor as soon as possible after missing an exam. If you are missing an exam due to an accepted scheduled university event, you must make arrangements prior to the exam.

Final course grades will be calculated as the mean percentage score on the three exams, study questions, and in-class activities based on the following scale:

	A	93-100%	A-	90-92%
B+	B	83-86%	B-	80-82%
C+	C	73-76%	C-	70-72%
D+	D	63-66%	D-	60-62%
	F	59% and below		

#### **VI. List of Research Articles from *JABA* (Available via library electronic resources)**

Ardoin, S.P., & Martens, B.K. (2000). Testing the ability of children with ADHD to accurately report the effects of medication on their behavior. *Journal of Applied Behavior Analysis*, 33, 593-610.

Ardoin, S.P., Martens, B.K., & Wolfe, L.A. (1999). Using high-probability request sequences with fading to increase student compliance during transitions. *Journal of Applied Behavior Analysis*, 32, 339-351.

Borrero, J.C., & Vollmer, T.R. (2002). An application of the matching law to severe problem behavior. *Journal of Applied Behavior Analysis*, 35, 13-27.

Brobst, B., & Ward, P. (2002). Effects of posting, goal setting, and oral feedback on the skills of female soccer players. *Journal of Applied Behavior Analysis*, 35, 247-257.

Daly, E.J., Martens, B.K., Hamler, K., Dool, E.J., & Eckert, T.L. (1999). A brief experimental analysis for identifying instructional components needed to improve oral reading fluency. *Journal of Applied Behavior Analysis*, 32, 83-94.

Graff, R.B., & Libby, M.E. (1999). A comparison of pre-session and within-session reinforcement choice. *Journal of Applied Behavior Analysis*, 37, 161-173.

Harding, J.W., Wacker, D.P., Berg, W., Rick, G., & Lee, J.F. (2004). Promoting response variability and stimulus generalization in martial arts training. *Journal of Applied Behavior Analysis*, 37, 185-195.

- Lannie, A.L., & Martens, B.K. (2004). Effects of task difficulty and type of contingency on students' allocation of responding to math worksheets. *Journal of Applied Behavior Analysis, 37*, 53-65.
- Lumley, V.A., Miltenberger, R.G., Long, E.S., Rapp, J.R., & Roberts, J.A. (1998). Evaluation of sexual abuse prevention program for adults with mental retardation. *Journal of Applied Behavior Analysis, 31*, 91-101.
- Noell, G.H., Witt, J.C., LaFleur, L.H., Mortenson, B.P., Ranier, D.D., & LeVelle, J. (2000). Increasing intervention implementation in general education following consultation: A comparison of two follow-up strategies. *Journal of Applied Behavior Analysis, 33*, 271-284.
- Vollmer, T.R., Borrero, J.C., Wright, C.S., Van Camp, C., & Lalli, J.S. (2001). Identifying possible contingencies during descriptive analyses of severe behavior disorders. *Journal of Applied Behavior Analysis, 34*, 269-287.
- Wahler, R.G., Vigilante, V.A., & Strand, P.S. (2004). Generalization in a child's oppositional behavior across home and school settings. *Journal of Applied Behavior Analysis, 37*, 43-51.

Date	Topic	Reading
<b>PART I: THE TOOLS OF APPLIED BEHAVIOR ANALYSIS</b>		
8/19	Course overview	None
8/21	Introduction to applied behavior analysis	CH 1
8/26	Writing behavioral objectives	CH 2 (pages ??)
8/28	Measuring behavior	CH 3
9/2	Summarizing performance	CH 4
9/4	Evaluating treatment effects	CH 5
9/9	Functional assessment	CH 6 (pages ??)
9/11	Functional analysis	CH 6 (pages ??)
9/16	<b>Review for exam 1</b>	
9/18	<b>EXAM 1</b>	
<b>PART II: PROMOTING NEW SKILLS AND BEHAVIORS</b>		
9/23	Stages of learning	CH 2 (pages ??), Article 1
9/25	Stimulus control and discrete trial training	CH 9 (pages ??)
	Prompting	CH 9 (pages ??)
9/30	Shaping and chaining	CH 9 (pages ??)
10/1	Labor Day	
10/2	Fluency building	Article 2
10/7	Generalization	CH 10
10/9	Positive reinforcement	CH 7 (pages ??)
	Middle of term	
10/14	Token systems, behavior contracts, group contingencies	CH 7 (pages ??)
10/16	Self monitoring	CH 11
10/21	<b>Review for exam 2</b>	
10/23	<b>EXAM 2</b>	
<b>PART III: REDUCING INAPPROPRIATE BEHAVIORS</b>		
10/28	Responsible use of ABA	CH 12
10/30	Differential reinforcement	CH 8 (pages ??)
11/4	Noncontingent reinforcement	CH 8 (pages ??), Article 3
11/6	Choice and matching	Article 4
11/11	Extinction and persistence	CH 8 (pages ??)
11/13	Time-out and aversive control	CH 8 (pages ??)
11/18	Presentations	
11/20	Presentation	
12/2	Presentations	
12/4	<b>Review for exam 3 (STUDY QUESTIONS DUE)</b>	

