

**EPSY 4310**  
***Prevention and Remediation of Classroom Behavior Problems***  
**Spring 2007**

**Instructor:** Amy L. Reschly  
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**Office Hours:** Tuesday: 9:00 – 11:00 and by appointment

**Meeting time:** Tuesday and Thursday, 11:00-12:15

**Location:** 520 Aderhold

**Text:** Alberto, P. A. & Troutman, A.C. (2005). Applied Behavior Analysis for Teachers (7<sup>th</sup> Ed.).

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The purpose of this course is to prepare educators and related personnel to positively address classroom management and discipline. Students will learn the principles of Applied Behavior Analysis to prevent and address problems in the classroom or similar setting.

### **Course Requirements**

<p><i>Assignments</i>  (45% of final Grade)</p>
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#### **Behavior Intervention Plan (15%)**

Every student will create and implement a positively based behavioral intervention plan using the principles of ABA. The plan will include:

1. Description of the subject (you)
2. Operationalized definition of the target behavior
3. Baseline measurement procedures
4. Intervention procedures
5. Results of the intervention
6. A graph of the intervention
7. Maintenance or thinning procedures for the intervention

#### **Behavior Intervention Plan Presentation (5%)**

Every student will present the above information in the form of a brief presentation. The purpose of these presentations is to get feedback from peers before beginning the student BIP.

Presentations will be no more than 8 minutes long and feedback will be provided by other students in the class using feedback sheets provided for the class.

### **Classroom Management Plan (15%)**

Students will create a plan for a classroom in order to foster positive student/ teacher interactions. The plan will include:

1. A description of the class
2. Physical Organization of the classroom
3. Choosing and implementing rules and procedures and how they will be determined
4. Grading system and how records will be kept
5. Managing Transitions
6. Managing group and cooperative group work
7. Managing problem behavior

### **In class assignments and homework as assigned by the instructor (10%)**

#### *Quizzes:*

There will be 4 quizzes given over the course of the semester. The lowest score for each student will be dropped.

#### *Exams:*

There is a cumulative final exam in this course.

#### *Course Participation and Attendance:*

Students are expected to attend both lectures each week and participate appropriately in class.

### **Grading Criteria:**

Assignments 45%

Quizzes: 25%

Participation and attendance 15%

Final 15%

### **Grading Scale:**

A 94-100%

A- 90-93

B+ 87-89%

B 84-86%

B- 80-83%

C+ 77-79%

C 74-76%

C- 70-73%

D+ 66-69%

D 60-65%

F <60

A grade of “Incomplete” will only be assigned if arrangements have been made with the instructor prior to the end of the semester and a contract for completion of the course has been agreed upon by the instructor and student.

All assignments are due on the day listed in the syllabus. Late assignments will be docked 1 letter grade (see above scheme) for each day the assignment is late. In the event of extenuating circumstances, contact the instructor prior to the missed class or as soon as possible thereafter to make other arrangements.

**Students with Disabilities:** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements.

**Academic Honesty:** Students should be familiar with the University of Georgia policy on academic honesty published in the undergraduate and graduate bulletins (see below). Violations of academic responsibility will be handled as outlined in the student handbook.

*The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. Academic honesty is vital to the very fabric and integrity of the University of Georgia.*

*Academic honesty means performing all academic work without plagiarizing, cheating, lying, tampering, stealing, receiving assistance from any other person or using any source of information that is not common knowledge (unless that assistance or use is authorized by the person responsible for supervising that academic work or fairly attributed to the source of assistance or information).*

*To preserve and enhance the University's academic honesty policy, the Student Government Association proposed a student Honor Code that was approved by the University Council in May 1997. The Honor Code appears on the University's application for admission and states, "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." All applicants for admission to the University must sign this statement as part of the admission process.*

*Specific regulations governing student academic conduct are contained in the policy manual, A Culture of Honesty, and these should be read to avoid any misunderstanding. All members of the academic community are responsible for knowing the policy and procedures on academic honesty.*

## Tentative Course Schedule

<b>Date</b>		<b>Due:</b>
Week 1	Course introduction Theoretical perspectives	(skim) Alberto & Troutman Chapter 1
Week 2	Writing behavioral goals and objectives Identifying the A, B, C's of behavior	A & T Chapter 2
Week 3	Collecting Data	A & T Chapter 3
Week 4	Collecting Data	A & T Chapter 4
Week 5	Single subject designs	A & T Chapter 5
Week 6	Hypotheses of behavior	A & T Chapter 6
Week 7	Increasing & Decreasing Behavior	A & T Chapter 7 & 8
Week 8 Midpoint	Generalization	A & T Chapter 10
Week 9		<b>Student BIP Presentations</b> All projects are due at the beginning of class on Tuesday of this week.
Week 10	No Class Spring Break	
Week 11	Stimulus control and shaping	A & T Chapter 9
Week 12	Teaching students to Manage own Behaviors Ethical use of ABA	A & T Chapter 11, 12 No class 3/29
Week 13	Classroom Management	<b>TBA</b>
Week 14	Climate and positive relationships	TBA
Week 15	School Wide Plans	TBA
Week 17	Wrap-up, course review	<b>Classroom Management Plans Due Thursday 4/26</b>

**Final Exam: Tuesday May 8, 2007, 12:00 – 3:00**

**Additional Resources:**

Evertson, C.M., & Weinstein, C.S. (Eds). (2006). Handbook of Classroom Management: Research, Practice, and Contemporary Issues. New Jersey: Lawrence Earlbaum

Sprick, R., Garrison, M., & Howard, L. (1998) CHAMPs: A Proactive and Positive Approach to Classroom Management. Colorado: Sopris West ISBN: 1-57035-166-X

Sprick, R. (2006). Discipline in the secondary classroom: A positive approach to behavior management. Jossey-Bass. **ISBN-10:** 0787977950

Sprick, R.S. (1995). Teachers encyclopedia of behavior management: 100 Problems, 500 Plans Sopris West. **ISBN-10:** 1570350310