

Prevention and Remediation of Classroom Behavior Problems
EPSY 6310
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Course Goals and Objectives

This course was designed to address a need expressed by classroom teachers. Specifically, classroom teachers often say that while they are well-prepared to develop and deliver lesson plans, their education is 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 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.

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 (5%), homework assignments (15%), final project (20%), and three exams, each of which is worth 20%. Please note that the final course grade could be adversely impacted by poor attendance (see below).

- ❖ **Class participation:** Students need to participate fully in class *activities* and contribute to class *discussions* to earn full credit.
- ❖ **Homework assignments:** For most weeks, homework questions will be assigned. Assignments are to be completed following the class lecture/discussion of the topic. Homework, therefore, is to be turned in by the beginning of the next class in order to receive full credit.
- ❖ **Examinations:** Exams will consist of short-answer and essay questions. The final exam will be comprehensive, covering Part 2 of class. It will take place, according to the UGA schedule.
- ❖ **Final applied project** (and Portfolio element for School Behavior Specialist Ed.S. students)

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* (6th edition). Upper Saddle River, NJ: Merrill/Prentice Hall.

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

Class Schedule

Jan 12th (1): Introduction (What are the qualities of an effective teacher? What obstacles stand in the way?)

PART 1: Prevention of Classroom Behavior Problems

Jan 19th (2): Foundations of comprehensive classroom management
Reading: Jones & Jones: chapter 1; Jones & Jones: chapter 2

Jan 26th (3): Creating positive interpersonal relationships in the classroom
Reading: Jones & Jones: chapter 3

Feb 2nd (4): Increasing student motivation and learning
Reading: Jones & Jones: chapter 6

Feb 9th (5): EXAM

PART 2: Remediation of Classroom Behavior Problems

Feb 16th (6): Introduction to behavior modification (& operant conditioning)
Reading: Kazdin (hand-out);

Feb 23rd (7): Preparing behavioral objectives
Reading: Alberto & Troutman chapter 2

March 2nd (8): Procedures for collecting data
Reading: Alberto & Troutman chapter 3

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

Reading: Alberto & Troutman chapter 6

March 23rd (10): EXAM

March 30th (11): Arranging consequences that increase behavior
Reading: Alberto & Troutman chapter 7

April 6th (12): Arranging consequences that decrease behavior
Reading: Alberto & Troutman chapter 8

April 13th (13): Differential reinforcement: Stimulus control and shaping
Reading: Alberto & Troutman chapter 9

April 20th (14): Teaching students to manage their own behavior; Responsible use of applied behavior analysis

procedures

Reading: Alberto & Troutman chapters 11 & 12

April 27th (15): Positive behavioral support systems and other selected topics (TBA)

May 9th: Final Exam 7-10 pm