

Prevention and Remediation of Classroom Behavior Problems EPSY 6310

Fall 2006, Mondays 4:40-7:40

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Course Goals and Objectives

This course was designed to address a need expressed by classroom teachers. Specifically, classroom teachers often note that while they are prepared to develop and deliver lesson plans, they need additional support 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 behavioral 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 to intervene with behavior problems in the classroom or other similar settings.

Two goals for this class are for students to learn principles of:

- (1) classroom behavior management that will help to prevent classroom behavior problems, and
- (2) 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 such 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.

- ◆ After 2 missed classes, students' final grade will be dropped one letter grade.
- ◆ 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."
- ◆ Doctors' notes will be accepted to excuse absences; however, dates must match date absent from class.
- ◆ 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.
- ◆ 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.
- ◆ 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. (2006). Applied behavior analysis for teachers (7th edition). Upper Saddle River, NJ: Merrill/Prentice Hall.

Jones, V. & Jones, L. (2004). Comprehensive classroom management: Creating communities of support and solving problems (8th edition). Boston, MA: Allyn & Bacon/Pearson.

Other readings as assigned

Class Schedule

AUGUST 21, 2006

AUGUST 28, 2006

Classic Models of Classroom Guidance: How Good Are the Old Theories?

Assertive Discipline

Lake, V. (2004). Ante up: Reconsidering classroom management philosophies so every child is a winner. *Early Child Development and Care*, 174(6), 565-574.

Martin, S. (1994). A preliminary evaluation of the adoption and implementation of assertive discipline at Robinton High School. *School Organisation*, 14(3), 321-330.

Congruent Communication

Manning, M. L., & Bucher, K. T. (2001). Revisiting Ginott's congruent communication after thirty years. *ERIC Clearing House*, 74(4), 215-218.

Judicious Discipline

Grandmont, R. P. (2003). Judicious discipline: A constitutional approach for public high schools. *American Secondary Education*, 31(3), 97-117

SEPTEMBER 4, 2006

Labor Day, University Holiday, No Class

SEPTEMBER 11, 2006

Classic Models of Classroom Guidance: How Good Are the Old Theories?

The Dreikurs Model: Confronting Mistaken Goals

Dreikurs, R., Grunwald, B. B., & Pepper, F. C. (1982). The four mistaken goals. In *Maintaining sanity in the classroom: Classroom management techniques* (2nd edition) (pp. 13-26). Harper & Row: New York.

The Kounin Model: Withitness, Alerting, and Group Management

Arlin, M. (1979). Teacher transitions can disrupt time flow in classrooms. *American Educational Research Journal*, 16(1), 42-56.

Irving, O., & Martin, J. (1982). Withitness: The confusing variable. *American Educational Research Journal*, (19)2, 313-319.

Kounin, J. S., & Sherman, L. W. (1979). School environments as behavior settings. *American Educational Research Journal*, 18(3), 145-151.

SEPTEMBER 11, 2006

Classic Models of Classroom Guidance: How Good Are the Old Theories?

Discipline with Dignity

Mendler, A. (1997). Reclaiming children and youth. *Journal of Emotional and Behavioral Problems*, 6(1), 41-44.

The Glasser Model: Good Behavior Comes with Good Choices and Meeting Needs

Glasser, W. (2001). School violence from the perspective of William Glasser. *Professional School Counseling*, (4) 2, 1096-2409.

The Supportive Model: Thomas Gordon

Gordon, T. (1981). Crippling our children with discipline. *Journal of Education*, 163(3), 228-243.

SEPTEMBER 25, 2006

Student Teacher Relationships

Egeland, B., Pianta, R. C., & Ogawa, J. (1996). Early behavior problems: Pathways to mental disorders in adolescence, *Development and Psychopathology*, 8(4), 735-7498.

Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638.

Mantzicopoulos, P. Y. (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables. *Journal of School Psychology*, 43, 425-442.

Mantzicopoulos, P. Y., & Neuharth-Pritchett, S. (2003). Development and validation of a measure to assess Head Start children's appraisals of teacher support. *Journal of School Psychology*, 41(6), 431-451.

Jones & Jones: Chapter 3

OCTOBER 2, 2006

Prevention of Classroom Behavior Problems

Foundations of comprehensive classroom management

Jones & Jones: Chapters 1 & 2

OCTOBER 9, 2006

Increasing student motivation and learning

Jones & Jones: Chapter 6

OCTOBER 16, 2006

Midterm Examination

OCTOBER 23, 2006

Remediation of Classroom Behavior Problems

Introduction to behavior modification (& operant conditioning)

OCTOBER 30, 2006

Preparing behavioral objectives, procedures for collecting data
Alberto & Troutman Chapters 2, 3

NOVEMBER 6, 2006

Developing a hypothesis for behavior change: Functional assessment and functional analysis
Alberto & Troutman Chapters 6 & 7

NOVEMBER 13, 2006

Arranging consequences that decrease behavior, Differential reinforcement: Stimulus control and shaping
Alberto & Troutman Chapters 8 & 9

NOVEMBER 20, 2006

Teaching students to manage their own behavior; Responsible use of applied behavior analysis procedures
Alberto & Troutman Chapters 11 & 12

NOVEMBER 27, 2006

Positive behavioral support systems and other selected topics (TBA)

DECEMBER 4, 2006

Presentations of projects

DECEMBER 8, 11-14

Final Examination

Behavior Change Project – Final Project Format
Due: December 4th, 2006

Background

Describe the case in 1-2 paragraphs. Include basic demographic information (e.g., age, gender). If your project was a self-change project, talk about yourself in the 3rd person (assign yourself a pseudonym).

Behavioral objective

Identify the behavior objective. Provide operational definitions, if needed, and make sure that the behavior is pinpointed.

Data Collection

In 1 paragraph, name and very briefly describe the data collection procedure you used (analogous to a brief Methods section from a journal article). Make sure you identify what you were trying to assess with your data collection procedure.

Functional assessment

Report the findings of your data collection. Specifically, describe your functional assessment of the problem behavior, based on the data you collected. In one section, include the data you collected, tabulated in a chart, table, or figure, as deemed appropriate for your particular data collection procedure. Describe your findings in 1-2 paragraphs.

Next, describe your “assessment” about the functional nature of the problem behavior. Complete a second table, chart, figure in which you have specified: a. Setting events, b. Antecedents, c. Behavior, d. Consequences, and e. Function of the behavior. Summarize your findings in a summary statement, which could range from 1-2 sentences to a paragraph, depending on the nature of the behavior problem.

Intervention

Arranging consequences that increase behavior

Describe your token economy system, making use of charts, tables, or figures if needed. Make sure to identify and describe the exchange system, how tokens will be earned, what reinforcers will be available, and the required behaviors.

Arranging consequences that decrease behavior

Discuss how you incorporated one differential reinforcement strategy into your token economy system.

Summary

Briefly describe, in 3-4 paragraphs, the implementation of the intervention, how well it worked (in the brief time available) or did not work, limitations of the intervention, and modifications that could be made to the intervention strategy based on your (early) assessment of the intervention’s efficacy.

Behavior Change Project – Final Project Format Rubric
Due: December 4, 2006

Background

Describe the case in 1-2 paragraphs. Include basic demographic information (e.g., age, gender). If your project was a self-change project, talk about yourself in the 3rd person (assign yourself a pseudonym).

Demonstrates understanding of

0	1.0	2.0
(did not include)	(present but not comprehensive)	(specific/appropriate)

Behavioral objective

Identify the behavior objective. Provide operational definitions, if needed, and make sure that the behavior is pinpointed.

Component: Learner

0	1.0	2.0
(did not include)	(present but not specific)	(specific/appropriate)

Component: Target Behavior

0	1.0	2.0
(did not include)	(present but vague)	(specific/appropriate)

Component: Conditions

0	1.0	2.0
(did not include)	(present but vague)	(specific/appropriate)

Component: Criteria for Performance

0	1.0	2.0
(did not include)	(present but vague)	(specific/appropriate)

Data Collection

In 1 paragraph, name and very briefly describe the data collection procedure you used (analogous to a brief Methods section from a journal article). Make sure you identify what you were trying to assess with your data collection procedure.

Design/outline

0	1	2	3	4	5	(evidence of understanding & appropriateness)
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Application

0	1	2	3	(correctly applied & explained)
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Functional assessment

Report the findings of your data collection. Specifically, describe your functional assessment of the problem behavior, based on the data you collected. In one section, include the data you collected, tabulated in a chart, table, or figure, as deemed appropriate for your particular data collection procedure. Describe your findings in 1-2 paragraphs.

Chart/table

0	1	2
(missing)	(present but unclear)	(specific, detailed, appropriate)

Description

0	1	2
(lacks clarity)	(clear, demonstrates understanding of the data)	

Next, describe your “assessment” about the functional nature of the problem behavior. Complete a second table, chart, figure in which you have specified: a. Setting events, b. Antecedents, c. Behavior, d. Consequences, and e. Function of the behavior. Summarize your findings in a summary statement, which could range from 1-2 sentences to a paragraph, depending on the nature of the behavior problem.

Setting events

0	1	2
(missing)	(identified and explained)	

Antecedent

0	1	2
(missing)	(identified and explained)	

Behavior

0	1	2
(missing)	(identified and explained)	

Consequence

0	1	2
(missing)	(identified and explained)	

Function of the behavior

0	1	2
(missing)	(identified and explained)	

Summary statement: Accuracy and Clarity	0	1	2
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Intervention

Arranging consequences that increase behavior

Describe your token economy system, making use of charts, tables, or figures if needed. Make sure to identify and describe the exchange system, how tokens will be earned, what reinforcers will be available, and the required behaviors.

System design:

behaviors required 0 1 2

backup reinforcers 0 1 2

cost of each backup reinforcer 0 1 2

when tokens can be exchanged for backup reinforcers 0 1 2

Fully explained, appropriate: 0 1 2

Arranging consequences that decrease behavior

Discuss how you incorporated one differential reinforcement strategy into your token economy system.

Fully explained, appropriate: 0 1 2

Summary

Briefly describe, in 3-4 paragraphs, the implementation of the intervention, how well it worked (in the brief time available) or did not work, limitations of the intervention, and modifications that could be made to the intervention strategy based on your (early) assessment of the intervention’s efficacy.

Project summary shows evidence of understanding the process of creating and implementing a behavior change project, including limitations and needed modifications.

0 2.5 5 7.5 10

Total score: _____/56 = _____%

Comments: