

SPED 3050

CLASSROOM BEHAVIORAL MANAGEMENT

Course Overview

Click [HERE](#) for a printable version of syllabus

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| COURSE OVERVIEW | | | | | |
| <p>The purpose of this course is to provide future educators with procedures and processes for managing the social and academic behaviors of students across a variety of classroom and other educational environments. Emphasis will be placed on the application of the principles of effective instruction, proactive classroom management, effective behavior support, and applied behavior analysis.</p> <p>Students will be presented course content through readings, lectures, discussions, and practice activities. It will be the student's responsibility to participate in these activities and provide the instructor with information that indicates an understanding and mastery of course content. It will be the instructor's responsibility to facilitate course content, evaluate student performance, and provide feedback that enables students to meet course objectives.</p> | | | | | |
| COURSE OBJECTIVES | | | | | |
| <ol style="list-style-type: none">1. Discuss the legal rights and responsibilities of the student, parent/guardian and school staff in the design of behavior management plans (CC1:K5, CC5:K1)2. Discuss how cultural stereotypes can negatively influence the design of behavior management plans (CC1:K7, CC5:K2, CC8:K2, CC8:K4)3. Discuss how culture should be considered when targeting social behaviors for modification (CC1:K9, CC6:K5)4. Write a description of necessary components/steps in a behavior intervention plan;5. Operationalize a discrepancy analysis approach to pinpointing social | | | | | |

- behavior objectives (CC2: K1, K2, CC5:K3)
6. Write behavioral objectives and task analyses (CC4: S6)
 7. Write descriptions of types of data, critical dimensions of behavior, and direct observational measurement procedures;
 8. Graph student performance data;
 9. Write descriptions of data pattern changes and performance error pattern (CC3: S11)
 10. Apply data decision rules to performance data which have been graphed (CC3: S8)
 11. Discuss the impact of social behavior deficits and behavior excesses on a student's life (CC2: K4)
 12. Write descriptions of procedures for increasing the occurrence of existing behavior;
 13. Write descriptions of procedures for decreasing the occurrence of existing behavior;
 14. Write descriptions of procedures for developing and assessing stimulus control and for teaching new behaviors; i.e., functional analysis (CC6: K3)
 15. Write descriptions of procedures for monitoring child progress toward short-term objectives;
 16. Write definitions and descriptions of terminology and procedures specific to applied behavior analysis;
 17. Write descriptions of procedures for facilitating skill acquisition, fluency, maintenance, and generalization.

TEXTS

Alberto & Troutman (2006). *Applied Behavior Analysis for Teachers, 7th Ed.* Upper Saddle River, NJ: Pearson Merrill Prentice Hall. ISBN: 0131179942
*****This text is REQUIRED*****

COURSE SCHEDULE

** Please note: The schedule below is tentative ... Please refer to the Official **Course Calendar** located on the homepage of the course for final due dates and updates throughout the course. **

| Module | Dates | Topic | Readings, Etc. | Assignment* |
|--------|-------------|---------------------|-----------------------------------|--|
| 1 | 1//7 – 1/21 | Introduction to ABA | A&T 1; PowerPoint Presentation | Due by 9 p.m., 1/17: Module 1 Activity |

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| 2 | 1/22 – 2/3 | Preparing Educational Goals & Objectives | A&T 2; PowerPoint Presentation | Due by 9 p.m., 1/30: Module 2 Discussion Board Due by 9 p.m., 2/3: Module 2 Activity |
| 3 | 2/4 – 2/17 | Measurement & Data Collection Functional Behavior Analysis | A&T 3, 6 PowerPoint Presentation | Due by 9 p.m., 2/13: Module 3 Discussion Board Due by 9 p.m., 2/17: Module 3 Activity |
| 4 | 2/18 – 3/2 | Consequences that Increase Behavior Differential Reinforcement | A&T 7, 8; PowerPoint Presentation | Due by 9 p.m., 2/24: Module 4 Discussion Board Due by 9 p.m., 3/2: Article Review Due |
| 5 | 3/3 – 3/23 | Consequences that Decrease Behavior | A&T 8; PowerPoint Presentation | Due by 9 p.m., 3/19: Module 5 Discussion Board Due by 9 p.m., 3/23: Module 5 Activity |

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| 6 | 3/24 – 4/6 | Data-Based Decision Making/Graphing | A&T 4; PowerPoint Presentation | Due by 9 p.m., 4/4: Module 6 Activity |
| 7 | 4/7 – 4/28 | Maintenance & Generalization Self-Management | A&T 10, 11; PowerPoint Presentation (Ch 11) | Due by 9 p.m., 4/18: Module 7 Discussion Board |
| | | Behavior Intervention Plan (Final Project) | | Due by 9 p.m., 4/25 |

Readings: Assigned readings and related tasks are to be completed at the beginning of the module to allow students to prepare for quizzes and graded assignments. Text abbreviations: A&T = Alberto and Troutman text. Please note that most modules also require you to review a PowerPoint module, which is linked within individual modules.

Assignments: This course includes both graded and non-graded assignments. Graded assignments include 5 activities and 5 discussion boards (both which require you to apply concepts covered in weekly modules), and a cumulative activity (the **Behavior Intervention Plan**) that allows you to combine skills used in activities 1-5 to design a behavior management plan from the ground up. Non-graded assignments include participation/professional behavior. For more information on class requirements, see the “Assignments” section below.

ASSIGNMENTS

| Weight | Description | Points |
|--|---|--------|
| Participation and Professionalism = 5% | This portion of your grade will be determined by the instructor after evaluating your professional behavior (e.g., submitting assignments on time, responding to inquiries and requests in an appropriate and timely fashion, interacting with peers in an appropriate and supportive fashion, etc.) over the course of | 5 pts |

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| | the semester. | |
| Module Activities = 50% | <p>Five written exercises that require application of material learned in class will be due over the course of the semester. Activity topics include ABA principles, writing behavioral objectives, data conversion, graphing, and behavior intervention techniques.</p> <p>One article review assignment, due in Module 4, link to the outline provided, worth 5% of the grade.</p> | 5 activity assignments @ 10 points each = 50 pts, and 1 article review @ 10 pts = 50% |
| Discussion Boards = 25% | <p>Questions will be posted to generate discussion amongst members of the class and to allow you to demonstrate your mastery of the topics. You will be expected to make a substantive contribution to each discussion and respond to anyone's questions or responses to your posts. Substantive posts include all of the necessary information to answer the question(s) and novel examples that demonstrate the ability to apply the information to your experience. Your posts do not have to be lengthy but need to address the question(s). You are also expected to interact with your peers by commenting or questioning what they have written and the examples they provide for each discussion.</p> | 5 discussion boards @ 5 points each = 25 pts |
| Behavior Intervention Plan = 20% | Students will demonstrate knowledge of course material and meet selected CEC/NCATE standards by developing a behavior intervention plan. This | 20 points |

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| | Project will be submitted Through webct email to your Instructor. Follow the directions from the assignment and submit by 4/25. Details are available from the course menu on the left, or just click HERE for project description and scoring rubric. | |
| Total = 100% | | 110 points |

Please note: Points can and will be deducted for grammatical and spelling errors on all assignments in this course.

EXPECTATIONS AND POLICIES

1. Email

All communications that require a personal response will need to be carried out via email or phone. The email you should use to contact the instructor is the instructor's WebCT email and not his or her other email addresses. The reason for this is to make sure that record keeping of correspondences can be easily tracked and that emails do not get "lost" or overlooked by going to an email address that may not be monitored as closely. The discussion board is a place for us to discuss course topics and for you to work in groups. (Your questions or concerns about the course may get overlooked in the discussion area). Email will be an important means of communicating with your instructor outside of class. You should strive for professionalism, clarity and efficiency in your communication. If you are trying to communicate multiple ideas/issues/questions, it is recommended that you use an outline format similar to this announcement with your points numbered (e.g., 1, 2, 3, etc.) along with a brief statement (1 to 3 sentences) summarizing your points.

2. Discussion Boards

The discussion boards will serve multiple purposes for us this semester. First, they will be a forum in which you, as a class, can build learning communities to address issues involving behavior management. Further, you will be required to contribute to discussions of issues throughout the course and respond to postings by your classmates. Posts to the discussion boards should be considered analogous to a discussion that would take place in a typical college classroom. We will utilize these frequently, as they provide students with the opportunity to engage in conversations when time allows. With this in mind, the asynchronistic nature (there will be a lag time between people's posts unlike with chats) will allow you to make thoughtful, well composed and edited comments to the boards.

It is important that posts are A) posted to the correct discussion group and B) if they are a response to a particular post they are “threaded” in other words if I want to respond to Anita’s post, I will not “compose a new post” but “reply” to her posts. You will see this when you begin using WebCT. This will allow a dialogue to be more easily followed.

3. Appropriate Language

Students are expected to use appropriate language in both verbal communications and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, learning, or intellectual disabilities. Please avoid terms like "the handicapped", "ED kids" etc. Instead, you will be expected to communicate in a way that puts "people first." For example, the student with antisocial behaviors, a student with an emotional and behavioral disorder, students with learning disabilities. This small change emphasizes the humanity and the individuality of the person and clarifies that a disability is only one of many characteristics (and not necessarily the most important) that a person can possess. Please see the "People First Language" icon on the course homepage for more information about appropriate language related to disability.

4. Horizon Wimba Sessions

This class may incorporate required "attendance" to live online computer sessions with your Instructor. These sessions are scheduled throughout the semester by your Instructor and typically last from 60-90 minutes. Your Instructor may present powerpoint presentations to guide a discussion on important topics related to the course, may ask you individually to respond to questions posed by the instructor, or to give feedback to another student's response.

The chatroom experience will allow for students to discuss issues central to classroom behavior management, the course in general and individual concerns that we might have. PC headset and microphone will be required to participate in Horizon Live discussions. The headset allows users to speak and listen simultaneously, as if in regular classroom. Live participation in Horizon Live sessions requires a headset. They can be purchased for under \$25.00 at most electronics retailers and department stores. Below is a hyperlink to the Circuit City website and an example of a suitable headset to purchase (just make sure NOT to purchase a headset with a USB interface- yours should plug into the microphone and speaker ports of your PC. USB headsets do not work well with the Horizon Live.) Link: <http://www.circuitcity.com/ssm/Logitech-USB-Headset-for-PlayStation-2-and-PlayStation3-9801740403/sem/rpsm/oid/177074/rpem/ccd/productDetail.do>

Horizon Wimba sessions will be conducted several times during the semester. You will be assigned to either Group 1 or Group 2. The schedule and topics for

these chats will be announced by your instructor.

5. Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please email the instructor as soon as possible.

6. Diversity

Severe problem behaviors are a concern for families, schools, and communities of all cultures, nations, and backgrounds. Effective teaching involves understanding and acceptance of the diverse backgrounds and contexts of students, families, and educators. Efforts at cultural sensitivity should be stressed and expected in all interactions with other students and instructors for this course.

7. Due Dates

All assignments must be submitted ON or BEFORE THE ASSIGNED DUE DATE to avoid penalties. You have elected to take this course, so it is expected that you have arranged your time accordingly. Therefore, job requirements, family vacations, etc., will not be accepted as excused absences or reasons for tardy assignments. Obviously, crises occur (e.g., death in the family, illnesses that require medical attention) that can reasonably result in missed deadlines. In the case of illness, penalties may be waived if appropriate documentation (physicians letter or documentation of treatment) is provided to the instructor or TA. A computer malfunction is generally an unacceptable reason for tardy assignments, therefore it is prudent to submit your assignments before the due date and time to allow for an alternative submission route.

The penalties for late assignments are:

1 day late (more than 24 hours after the due date and time) will incur a penalty of 15% of the total possible points awarded for the assignment.

2 days late will incur a penalty of 30% of the total possible points awarded for the assignment.

3 or more days late will result in a grade of zero for the assignment.

8. Assignments

All assignments must be prepared in a professional manner, well organized, and clear.

9. Plagiarism

While we encourage collaboration, plagiarism will result in sanctions. Plagiarism is defined as an attempt to "steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646). Examples of plagiarism are turning in copies of other student's assignments as your own and copying words from an article without appropriately citing the work. Please refer to UGA's Academic Honesty Policy at: <http://www.uga.edu/honesty/ahpd/ahpd.html>. Plagiarism is considered a very serious offense. Failure to either reference work or to properly quote (use quotation marks, reference and page numbers) others' work are examples of plagiarism (even if it is a phrase or one sentence). Plagiarism will result in an "F" for the course, as well as referral to the office of the Vice President for Instruction for possible dismissal from the University of Georgia.

10. Grading

Grading of all assignments will be completed by the Instructor and Teaching Assistants (TA) for the course. All assignments will receive point and percentage values. Final grades will be assigned a value of A-F based on the percentage of total points earned for the course. The grading distribution is:

A = 90 - 100%

B = 80 - 89

C = 70 - 79

D = 60 - 69

F = 60 or below