

SPED 3050L
-Spring 2005-

Classroom and Behavior Management for
Individuals with Disabilities B Lab

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Office Hours: By Appointment
Meeting Times: Mondays, 12:20-2:15
Location: 520 Aderhold

Course Description and Rationale:

SPED 3050L is a 1 hour credit lab designed to provide students with opportunities to participate in learning activities and class discussion related to concepts introduced in SPED 3050. Emphasis will be placed on direct application of SPED 3050 lecture material. The lab assignments will be implemented in the SPED 4440 practicum sites, and presented or discussed on campus.

Prerequisite:

Permission of Department

Co-requisite:

SPED 3050

Course Objectives:

1. Operationalize principles and procedures of applied behavior analysis (CC6: S8)
2. Discuss the role of culture in the identification of social behavior change objectives (CC1: K9, CC6: K5, CC6: S4, CC8: K2)
3. Write behavioral definitions and behavioral objectives that can be used with a high level of reliability (CC6: S8, CC4: S6)
4. Analyze data and write appropriate recommendations related to program continuation, modification or termination (CC3: S8)
5. Design graphic displays for monitoring students performance (CC3: S11)
6. Reliably use standard direct observational recording procedures, e.g. event recording, interval recording, duration per occurrence recording etc. (CC3: S11)
7. Conduct a functional analysis on a Achallenging@ behavior and (a) identify the communicative function of the behavior and (b) identify an appropriate replacement behavior that will serve the same communicative function. (CC6:S4, CC3:S8, GC6:S3)

8. Design a classroom management plan for children with special needs that focuses on the prevention of behavior problems (CC6: K4, CC6: S1, CC6: S2, CC6: S3, CC6: S6)
9. Describe how a classroom environment and curriculum can be designed to facilitate appropriate social skills by children with challenging behaviors (CC6:S5, CC6:K3, GC4:K9, GC4:S2, GC6:S8)
10. Critically discuss the role various theories (developmental, behavioral, psychodynamic, biophysical, etc.) play in the explanation of challenging behavior and their contribution to the design. (GC4:S3, GC6:K3)
11. Identify and write behavioral objectives that are chronologically age appropriate. (GC4:S15)
12. Develop a plan for involving parents and significant others in the design, implementation, and evaluation of behavior support programs. (GC7:S1)

Course Requirements:

1. **Class Participation/Group Activities B 10%**

The instructor will award up to 10% of the lab grade for participation/preparedness. The student behaviors considered in awarding these points include attending lab when scheduled, turning in assignments when due, completing work accurately and neatly, being prepared to present lab assignments if called upon, and actively participating in discussions and activities. Participation points will be assigned at the end of the semester.

Regular attendance is required in the practicum placement in order to complete the field assignments associated with the lab. Note that the SPED 4440 practicum has a separate set of requirements. Mondays from 12:20-2:15 are reserved for lab. Students must hold those times open each week, although the lab will only meet on those Mondays needed for presentations (for 3050L and 3050 projects), as well as any needed additional lecture related to 3050. Students will be given advance notice of lab meetings.

Each absence will be penalized 5% of total lab grade, unless accompanied by documentation of illness or family emergency.

2. **ABC Log / Functional Assessment Project - 40%**

The ABC Log with Functional Assessment is designed to afford students practice in collecting and critically analyzing data in order to form hypotheses about the function of students excessive and deficit behavior. A handout will be given that describes the components of the project. Students should be prepared to present the project during lab or the 3050 class.

3. **Positive Behavioral Intervention / Direct Instruction Project - 50%**

Each student will implement a PBI plan in conjunction with a case-study design (A-B design). SPED 4440 placement sites will be utilized to complete this project. The PBI strategy will be selected from one presented in class readings and/or lecture. A handout will be given that describes the components of the project, which will include both written and presentation components.

Note: This project is to be used for your portfolio, and all components should be prepared electronically as well as in hard copy format.

Grading:

A	90%-100%
B	80-89%
C	70-79%
D	60-69%
F	≤ 59%