

Syllabus  
SPED 3050L  
Spring 2003

Classroom and Behavior Management for Individuals with Disabilities – Lab

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**Office Hours:** By Appointment

**Meeting Times  
& Locations:** Wednesday, 520 Aderhold, 2:20-3:10

**Course Description:**

SPED 3050L is a 1 hour credit course designed to provide students with opportunities to participate in learning activities and class discussion related to concepts introduced in SPED 3050. Students should be enrolled in both SPED 3050 and SPED 3050L in that they are co-requisites. Emphasis will be placed on direct application and discussion of SPED 3050 lecture material.

**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 “challenging” 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)

**General Requirements, Description of Activities and Evaluation Procedures:**

Class Participation/Group Activities – 10%

The purpose of this lab is to support students in learning and applying material presented in lecture. During most lab sessions, group activities will be completed which allow participants to apply the concepts introduced in lecture and to ask questions or discuss issues related to the topic. Required readings to support 3050 lectures are assigned. Activities will be designed with the assumption that students have read assigned material and attended the lecture covering that material. Because participation in these group activities is an important component of this course, **attendance is required**. You must inform the instructor in advance of any absence from lab. Failure to do so will result in your not being allowed to make up any missed class work.

In addition to attending class and participating in discussion and activities, all students are expected to arrive **on time**. Interruptions caused by those coming in late or leaving early are a distraction to the instructor and to the class as a whole.

Quizzes - 10%

Students should be prepared to take a 3-5 point quiz each lab meeting over any required reading, previous topic of discussion, and/or lab activity. Required readings are listed on the SPED 3050 Lab Seminar Schedule, with complete references provided in Appendix A, SPED 3050 Required Reading List.

Required Text: Rhode, G., Jenson, W., & Reavis, H. (1992). The Tough Kid Book. Longmont, CO: Sopris West Publishers.

Assignments – 60%

Students are required to complete a series of 7 assignments that address various competencies related to applied behavior analysis. These assignments include:

Assignment	Topic
1	ABA Principles
2	Behavioral Definitions
3	Behavioral Objectives
4	Analyzing Data
5	Graph Construction
6	Data Collection
7	Functional Analysis

These assignments will be disseminated by the instructor at class meetings. All assignments will be evaluated “Acceptable” or “Unacceptable”. Assignments evaluated “Unacceptable” must be revised and resubmitted to the instructor prior to the start of the next class meeting. All assignments must earn an “Acceptable” grade by the last class meeting of the semester in order for the student to be eligible for a passing (70 percent or above) grade for this portion of the course.

Each student may have one recycle opportunity for the seven assignments without penalty. However, for each additional recycle needed to earn an “Acceptable” grade on all assignments, 5 percentage points will be subtracted from this portion of the course grade. Late submission of assignments or recycles will result in the same penalty for each day the assignment is late; i.e. calendar day, not class period.

Number of Recycles Needed	Percent Grade Earned
0-1	100
2	95
3	90
4	85
5	80
6	75
7	70
8	65
etc.	etc.

It is important that students ATTEND TO DETAIL when preparing initial drafts of each assignment to avoid losing points.

Final Classroom Behavior Support Project – 20%

Students will work individually or in small groups to design a detailed classroom behavior support plan that incorporates principles of applied behavior analysis discussed in class. This final project will be due at the beginning of class, April 30, 2003 and will be graded based on criteria presented in Appendix B.

Evaluation Summary

- Class Participation (10%)
- Quizzes (10%)
- Assignments (60%)
- Classroom Behavior Support Project (20%)

SPED 3050L

Spring 2002-Class Schedule

Date	Topic	Required Readings		Assignments
		Articles	The Tough Kid Book	
1/15	Positive Behavioral Support	1. Research Connections		Handout Assignment #1
1/22	Negative Reinforcement	2. Cipiani (1995)		Assignment #1 Due; Handout Assignment #2
1/29	Writing Behavioral Definitions and Objectives; Task Analysis	3. Swenson-Pierce & Kohl (1985)	Chapter 1 pp 3-8	Assignment #2 Due; Handout Assignment #3
2/5	Data Collection		Chapter 1 pp 9-18	Assignment #3 Due
2/12	Functional Analysis	4. Foster-Johnson & Dunlap (1993)		
2/19	No Class			
2/26	Reinforcers/Identification; Rules		Chapter 1 pp 19-26 Chapter 2 pp 27-43	Handout Assignment #4, #5, #6, and #7
3/5	Token Systems	5. Lyon & Lagarde (1997)	Chapter 2 pp 43-51 Chapter 4 pp 108-112	Assignment #4 Due
3/12	Behavioral Contracts and Group Contingencies	6. Barrish et al. (1969)	Chapter 3 pp 53-69 Chapter 4 pp 102-105	Assignment #5 Due
3/26	Differential Reinforcement Strategies		Chapter 3 pp 70-88	
4/2	No Class: 3050 MIDTERM EXAM on Monday 3/31			
4/9	S-S Research Design	7. Buffington et al. (1998)		Assignment #6 Due
4/16	Stimulus Control		Chapter 4 pp 89-95	Assignment #7 Due
4/23	System of Least Prompts	8. Bosner & Belfoire (2001)		
4/30	Constant Time Delay	9. Keel & Gast (1992)	Chapter 4 pp 95-101; pp 112-119	Classroom Behavior Support Plan Due

Note: Students should be prepared to actively discuss all readings assigned in SPED 3050 prior to each meeting of SPED 3050L.

SPED 3050L  
Student Record Form

Name: \_\_\_\_\_ Practicum or Work Site: \_\_\_\_\_

Soc. Sec #: \_\_\_\_\_ Day Telephone: \_\_\_\_\_

Advisor: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Quizzes (25% and Participation (10%))

<u>DATE</u>	<u>QUIZ</u>	<u>PAR T.</u>	<u>DAT E</u>	<u>QUIZ</u>	<u>PART.</u>
1/15	_____	_____	3/12	_____	_____
1/22	_____	_____	3/26	_____	_____
1/29	_____	_____	4/9	_____	_____
2/5	_____	_____	4/16	_____	_____
2/12	_____	_____	4/23	_____	_____
2/26	_____	_____	4/30	_____	_____
3/5	_____	_____			

<u>Assignments (60%)</u>		
<u>Due Date</u>	<u>Assignment</u>	<u>Number Recycles</u>
1/22	1. ABA Principles	
1/29	2. Behavioral Definitions	
2/5	3. Behavioral Objectives	
3/5	4. Analyzing Data	
3/12	5. Graphing	
4/9	6. Data Collection	
4/16	7. Functional Analysis	
Total Recycles = _____ = _____ % Grade		

Behavior Support Project (20%)

Due Date: 4/30/03                      Group Members: \_\_\_\_\_  
Percent Grade = \_\_\_\_\_ %

<u>Grade Summary:</u>	
Quizzes: _____ X .1 = _____	
Participation: _____ X .1 = _____	

Midterm Exam: \_\_\_\_\_ X .6 = \_\_\_\_\_

Final Exam: \_\_\_\_\_ X .2 = \_\_\_\_\_

Course Percentage and Grade

%

Course Objective	Activities					Evaluation	
	Rd	Dis	Act	Lab	Q	T	Par
1. Operationalize ABA principles and procedures	Y	Y	Y		Y	Y	
2. Role of culture	Y	Y		Y	Y		Y
3. Behavioral definitions and objectives	Y	Y	Y	Y	Y	Y	Y
4. Data analysis and program recommendations	Y	Y	Y		Y	Y	
5. Monitoring performance through graphic displays	Y	Y	Y	Y	Y	Y	Y
6. Direct observational recording	Y	Y	Y	Y	Y	Y	Y
7. Functional analysis	Y	Y	Y		Y	Y	
8. Classroom management design	Y	Y		Y	Y		Y
9. Social skill facilitation	Y	Y			Y		Y
10. Explanations of challenging behavior	Y	Y	Y	Y	Y	Y	Y
11. C.A. appropriate objectives	Y	Y	Y	Y	Y		Y
12. Parent/guardian participation		Y			Y		Y

Appendix A

SPED 3050L

Required Article Reading List (Gast)

- X Articles are listed in order assigned
1. Research Connections in Special Education (1999). *Positive Behavioral Support*. Washington, D.C.: Council for Exceptional Children.
  2. Cipani, E. C. (1995). Be aware of negative reinforcement. *Teaching Exceptional Children, Summer*, 36-40.
  3. Swenson-Pierce, A. & Kohl, F. (1986). Teaching moderately handicapped students to play Tee-ball. *Teaching Exceptional Children, Winter*, 90-97.
  4. Foster-Johnson, L. & Dunlap, G. (1993). Using functional assessment to develop effective, individualized interventions for challenging behaviors. *Teaching Exceptional Children, Spring*, 44-50.
  5. Lyon, C. & Lagarde, R. (1997). Tokens for success. *Teaching Exceptional Children*, 52-57.
  6. Barrish, H. H., Saunders, M., Wolf, M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2, 119-124.
  7. Buffington, D., Krantz, P., McClannahan, L. & Poulson, C. (1998). Procedures for teaching appropriate gestural communication skills to children with autism. *Journal of Autism and Developmental Disorders*, 28, 535-545.
  8. Bosner, S. & Belfiore, P. (2001). Strategies and considerations for teaching an adolescent with Down Syndrome and Type 1 diabetes to self administer insulin. *Education and Training in Mental Retardation and Developmental Disabilities*, 36 (1), 94-102.
  9. Keel, M. & Gast, D. (1992). Small-group instruction for students with learning disabilities: Observational and incidental learning. *Exceptional Children*, 58, 357-368.

SPED 3050L  
Appendix B

Evaluation-Classroom Behavior Support Plans

Student/Students: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Earned	Available		
_____	10	1.	Description of classroom
		X	age/grade level
		X	population/disability
		X	classroom structure
_____	25	2.	Classroom rules
a.			rules are stated clearly, in behavioral terms
b.			rules are stated in a manner that is age-appropriate for the identified group
c.			an appropriate number of rules are chosen
d.			an age-appropriate method of communicating rules to students is specified (example should be included)
_____	25	3.	Procedures for ongoing reinforcement of appropriate behaviors
		a.	procedures are described completely in jargon-free language
		b.	method for keeping track of student performance described (provided example)
		c.	reinforcer assessment described
		d.	schedule for reinforcement specified
_____	25	4.	Procedures for addressing inappropriate behavior
a.			plan for dealing with minor behavior problems specified
b.			behavioral description of what constitutes a "major" behavior problem and plan for dealing with such problems specified
_____	15	5.	Evaluation/Communication
		a.	method for regular evaluation of student progress specified (include examples)
		b.	method for communicating progress on a regular basis is specified
		1.	how will progress be communicated to students?
		2.	to parents/guardians?

Comments: