

Syllabus  
SPED 3050L  
Spring 2004

Classroom and Behavior Management for Individuals with Disabilities – Lab

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**Course Description and Rationale:**

SPED 3050L is a 1 hour credit lab designed to provide students with opportunities to participate in learning activities related to concepts introduced in SPED 3050. Emphasis will be placed on direct application of SPED 3050 lecture material. The purpose of this lab is to support students in learning and applying material presented in lecture.

**Prerequisite:**

Permission of Department

**Co-requisite:**

Students should be enrolled in both SPED 3050 and SPED 3050L in that they are co-requisites.

**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)

## **Course Requirements:**

### 1. All Lab Activities - 100%

Students will perform exercises in lab that are related to the readings for that week. The specific activities will be disseminated in class and will be completed as outside assignments to be discussed in class. There will be a total of 10 assignments to be completed over the course of the semester (each worth 10% of total lab grade) and will be entered into a **Lab Portfolio**. These portfolios will be collected and graded on quiz days. Portfolios should be in pocket folders and not in three-ring binders.

The assignments should be completed on the dates assigned. Late assignments will not be accepted. Portfolios will be graded as they are turned in and all assignments due on that date should be completed.

## **Grading:**

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

**SPED 3050L**

**Spring 2004 - Assignment Schedule**

Date	Topic	Lab Assignment
1/14	Syllabus, Course Overview Applied Behavior Analysis: An Overview Historical Perspectives Culture and Social Behavior	
1/21	Writing Behavioral Definitions and Objectives Writing Instructional Objectives and Task Analyses	Write 2 objectives: 1 behavioral and 1 instructional
1/28	Data Collection Procedures Reliability of Measurement	Create a data collection sheet and code it; complete it using hypothetical data / target behavior
2/4	Graph Construction, Data Analysis, and Data-Based Decisions	Create a graph for hypothetical data from 1-28
2/11	QUIZ 1/Lab Portfolio Check Single-Subject Research Methodology	Turn in for Check #1
2/18	Functional Assessment & Functional Analysis BIP	Complete 4 components of FBA using hypothetical data
2/25	Positive Reinforcement, Negative Reinforcement, Types of Reinforcers, Schedules of Reinforcement Dependent Contingencies	Write 2 behavioral contracts: 1 using primary R+ and 1 using secondary R+
3/3	QUIZ 2/Lab Portfolio Check	Turn in for Check #2
3/10 & 3/17	SPRING BREAKS: NO CLASS	
3/24	Differential Reinforcement Extinction, Response Cost, Time-Out & Aversives	Respond to question #2 on pp. 389. Limit response to 2 paragraphs (typed)
3/31	IEP Format, Components	IEP Present Level: complete parts 1-4 using hypothetical student / behaviors
4/7	Stimulus Control	IEP Present Level: complete final 4 sections
4/14	Behavior Maintenance and Generalization	Respond to question #1 on pp. 468. Limit response to 2 paragraphs (typed)
4/21	Self-Management Ethical Use of ABA	Summary / Reflection: 1 page reflection on the course content, how you will incorporate concepts into classroom
4/28	QUIZ 3 / Course Evaluations Turn in Lab Portfolios	Turn in for Final Grade

**NOTE:** Assignments given for 3050L will correspond with the weekly readings and activities from class. Class attendance is critical, as skills and materials reviewed during class sessions will be necessary to complete the lab activities.

