

SPED 3050
Classroom and Behavior Management for Individuals with Disabilities
Fall 2008

Instructor:	Tom J. Clees, Ph.D. 541 Aderhold
Telephone:	706-542-4577
E-Mail:	tclees@uga.edu
Office Hours:	By Appointment
Course Location Hours:	601 Aderhold Hall Mondays, 1:30-4:30pm
Course Description:	Classroom and behavior management program-design based on principles and procedures of applied behavior analysis. Emphasis is on proactive strategies that promote learning and prosocial behavior.
Prerequisite:	SPED 2000, Permission of Department
Required Text:	Alberto, P.A., & Troutman, A.C. (1999). Applied behavior analysis for teachers: Influencing student performance. (7th Ed.) Columbus OH: Merrill Publishing Co.

Course Overview:

The purpose of this course is to provide the learner with basic instructional and behavior management procedures which can be used in a number of different learning environments. Emphasis is placed on (a) operant constructs and related learning theory, particularly within the framework of Applied Behavior Analysis (ABA), (b) instructional and behavior change procedures (methodology), and (c) the content of instruction (i.e., curriculum and materials). In addition, the design of functional assessment and positive behavior supports will be addressed, as will the relationship between learning principles and the unique characteristics of learners. Methods to assist under-resourced students and those from culturally diverse backgrounds will also be addressed.

Course Content & Rationale:

When designing a behavior support plan, teachers should take into consideration a student's age, cultural background, functioning level, communication abilities, and the function of a target behavior. The procedures and strategies presented in this course are based on current best practices in special education and have a considerable data base. It is imperative that educators design, implement and evaluate intervention programs that are based on the research literature; both for ethical and legal reasons. It should be noted that the methods presented in this course are 'noncategorical'; methods used for students with mental retardation, autism, etc. are, generally, used effectively with students with learning disabilities and behavioral disorders, with some caveats, because the constructs on which interventions are based are the same. For this section of the class the research-based intervention examples used will focus on individuals with moderate and severe disabilities who are primarily served in an adapted curriculum.

Course Objectives:

The following objectives are from the Council for Exceptional Children (CEC). These objectives are for teachers of students with mild disabilities. Competence related to the objectives will be assessed through quizzes, in-class activities and student presentations. The student will be able to:

1. Discuss the legal rights and responsibilities of the student, parent/guardian and school

- staff in the design of behavior support plans (CC1:K5, CC6:K1, GC1:K5, GC1:K7, GC7:K5)
2. Discuss how cultural stereotypes can negatively influence the design of behavior support plans (CC1:K7, CC5:K2, CC8:K2, CC8:K4, GC1:K3, GC1:S2)
 3. Discuss how culture (values, language, customs) should be considered when targeting social behaviors for modification (CC1:K9, CC6:K5)
 4. Write a description of each step in the systematic instruction process (CC4:S6, GC4:S4, GC4:S13).
 5. Write a description of necessary components/steps in a behavior support plan; (GC4:S4, GC6:S2)
 6. Operationalize a discrepancy analysis approach to pinpointing social behavior objectives (CC2: K1, K2, CC5:K3, GC3:S1, GC6:S2, GC6:S3)
 7. Write behavioral objectives and task analyses (CC4: S6, GC6:S2)
 8. Write descriptions of types of data, critical dimensions of behavior, and direct observational measurement procedures; (GC6:S2)
 9. Graph student performance data; (GC6:S2)
 10. Write descriptions of data pattern changes and performance error pattern (CC3: S11, GC6:S2)
 11. Apply data decision rules to performance data which have been graphed (CC3: S8, GC6:S2)
 12. Discuss the impact social behavior deficits and behavior excesses have on a student's life (CC2: K4, GC2:K2, GC2:K4, GC4:S6)
 13. Write descriptions of procedures for increasing the occurrence of existing behavior.
 14. Write descriptions of procedures for decreasing the occurrence of existing behavior;
 15. Write descriptions of procedures for assessing and teaching social behaviors appropriate for students' homes, community, and educational environments, i.e. functional analysis and C.A. appropriate skills curriculum (CC6:K3; GC3:K1, GC3:S1, GC3:S3).
 16. Write descriptions of procedures for monitoring child progress toward short-term objectives; (GC6:S2)
 17. Write definitions and descriptions of terminology and procedures specific to applied behavior analysis; (GC6:K17)
 18. Write descriptions of procedures for facilitating skill acquisition, fluency, maintenance, and generalization. (GC5:S26)
 19. Critically analyze current educational theories and practices relative to an established research base (GC1:S3, GC2:K4, GC4:S1, GC4:S2, GC6-K1, GC6:K2, GC6:K3,

GC7:K2, GC8:K1, CC5:K2)

20. Critically analyze current trends in the handling of behavior problems confronted by special education teachers (GC1:S1, GC1:K7, GC4:K9, GC1:S3, GC4:S1, GC6:S8, GC7:K2, CC5:K1)
21. Discuss the rationale for assessing the communicative function of social inappropriate behaviors and teaching alternative appropriate behaviors which serve the same communicative intent. (GC6:K1, GC6:K2, GC6:K3, GC6:K4)
22. Discuss how different community and social agencies (educational, health, legal, etc.) may view challenging behaviors differently and the implications for designing and implementing behavior support programs. (GC1:K3)
23. Operationalize assessment procedures used to individualize the design of instructional and behavior support programs, including A-B-C recording, discrepancy analysis functional assessment, reinforcer preference testing and ecological assessment. (GC3:S3)
24. Critically discuss the correlation between students' academic performance and social behavior, and strategies for improving both. (GC4:K5)
25. Critically discuss the importance of the Principle of Least Intrusive Intervention and the Principal of Least Dangerous Assumption in the design and implementation of non-aversive strategies for modifying challenging behaviors. (GC6:S1)

Course Requirements:

1. **Class Participation (5%)**

The instructor will assign 5% of the class grade for class participation. The student behaviors considered in awarding these points include attending class regularly and on-time, completing in-class work, actively participating in class discussions, and exhibiting professional behavior while in-class (e.g., attending to lectures, student presentations and group work, refraining from doing work for other classes). Participation points will be assigned at the end of the semester.

- Cell phones must be off, and students are not to go into the hallway to take/make calls
- Use of laptops in class should only be for taking notes

Not all material covered will be found in the required readings, so it is very important that students attend. Students are expected to come to class meetings thoroughly prepared. "Thoroughly prepared" is defined as having mastered the readings to the point of being able to actively write about or discuss the readings' content, including definitions, concepts, issues, and procedures. It also means that students have reviewed information from previous class meetings. Students should prepare questions when information from the readings is unclear, and request instructor clarification in class.

Attendance: Negative Reinforcement, Avoidance Paradigm

Regular attendance is required as part of the participation grading. Attendance will be taken. An absence will be scored if the student is not present by the time the instructor collects the attendance sheet. Up to **1 absence** will be allowed without penalty, excluding exam and student presentation days. Absences that are accompanied by a **physicians letter** documenting illness, or by **written documentation** of other emergencies (e.g., family), will be excused. Each absence beyond the one allowable will be penalized 50% of total participation grade. ***In other words, 3***

total undocumented absences will result in loss of all participation points, or 5% of the total grade.

2. **5 Unannounced Short Quizzes** (1 will be dropped, thus there will be 4 quizzes contributing to the final score, each 5% of total grade=20% of grade).

The quizzes are designed to formatively assess students' mastery of course content, and to *negatively reinforce* reading and studying of text and lecture notes. High quiz grades are also expected to *positively reinforce* those same study behaviors. The lowest scored quiz of the 5 will be dropped for each student. However, quizzes missed by undocumented absences (including the 1 allowable absence described above) cannot be made up.

3. **2 Exams** (each 25% of total grade)
Questions on the second test will be based primarily on the material covered since the first test, but the "constructs" that are applicable across the course material are considered cumulative (this will be explained further in class). Tests cannot be made up without documentation of illness or emergency, as described above. Alternative forms of the tests may be given for documented absences.
4. **Positive Behavioral Support Intervention Project** (25% of total 3050 grade)
Each student will conduct a PBI in such areas as Self-management, Direct Instruction, or Task-Analytic Instruction. Each project is to be implemented in the student's practicum placement. An in-class presentation of the project is included in the assignment. A handout will be given in class that delineates expectancies and grading.

Summary of Student Evaluation:

1. Class Participation/Attendance (5% of total grade)
2. Short Quizzes (5 given, top 4 scores kept, each 5% of total grade= 20% of course grade)
3. 2 Exams (25% of total grade each = 50% of course grade)
4. Positive Behavioral Support Intervention Project (25 % of total 3050 grade)

Grading:

The grade of "A" represents outstanding performance.

Grades will be solely based on students' performance with respect to course requirements (i.e., extra credit projects to make up for poor performances on requirements are not an option).

Grades will be assigned as:

A+ = 97 - 100%

A = 93 - 96%

A- = 88 - 92

B+ = 84 - 87

B = 80 - 83

B- = 77 - 79

C+ = 74 - 76

C = 70 - 73

C- = 67 - 69

D = 64 - 66

F < 63

The assignment of an incomplete ("I") grade is discouraged and will be assigned only in extreme cases (i.e., documented medical and/or family emergencies). It is the student's responsibility to notify the instructor when such circumstances exist. An "I" will not be assigned to allow a student to improve a grade. If an "I" is assigned, a contract between the student and instructor for completion of the course will be developed before the last week of the semester.

A Culture of Honesty. The University of Georgia has adopted an Honor Code. Students are referred to the brochure, A Cultural of Honesty: Promoting Academic Integrity in the Classroom available from the office of the V.P. for Instruction. The entire policy may be reviewed at: <http://www.uga.edu>

SPED 3050
Fall 2008, Class Schedule

Wednesday Dates	Topic	Readings
8/18	-Syllabus -Course Overview, -Person 1 st terminology	
8/25	-Applied Behavior Analysis: Terminology -Historical Perspectives -Culture and Social Behavior -Defining Behavior -Behavior Strength -Data Collection, Reliability	<ul style="list-style-type: none"> • Chapter 1 • Reading 1: "Special Report on Emotional Abuse..." • Chapter 12 • Chapter 3
9/1	Labor Day Holiday	
9/8	-Graph Construction, Data Trends, and Data-based Decisions	<ul style="list-style-type: none"> • Chapter 4
9/15, 9/22,	-Positive Reinforcement, Negative Reinforcement -Types of Reinforcers, Schedules of Reinforcement -Contracting -Token Economies	<ul style="list-style-type: none"> • Chapter 7
9/29	-Functional Analysis, Positive Behavior Supports -Writing Behavioral Definitions and Objectives	<ul style="list-style-type: none"> • Chapter 6 • Chapter 2

10/6	EXAM I	
10/13, 10/20	-Task Analytic Instruction	<ul style="list-style-type: none"> • Chapter 9
10/27	-Self-Management -Generalization	<ul style="list-style-type: none"> • Chapter 11 • Chapter 10
11/3, 11/10	-Decreasing Behavior Strength -Single-Subject Designs	<ul style="list-style-type: none"> • Chapter 8 • Chapter 5
11/17	EXAM II	
11/24	GOBBLE GOBBLE	
12/1, 12/8	Student Presentations	