

SPED 3050 BEHAVIOR & CLASSROOM MANAGEMENT COURSE SYLLABUS

Instructor Tracy L Blankenship, Ph.D. Department of Special Education A1112 GUC University of Georgia Lawrenceville, GA 30043 Office Hours: By Appointment tblanken@uga.edu	Spring 2007 12:20pm – 3:30pm Aderhold Room 607 Lab: will not meet formally
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COURSE OVERVIEW

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, positive behavioral support, and applied behavior analysis. 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.

MAIN PERFORMANCE OBJECTIVES

The following course objectives will be assessed primarily through tests and quizzes.

Grading Scale:

A = 90% and above

B = 80% - 89%

C = 75% - 79%

D = 70% - 74%

F = 70% and below

I. Educational environments and systematic instruction in special education

- A. Describe the characteristics and application of applied behavior analysis (ABA) in education
- B. Describe the relationship between academic instruction and behavior management

II. Basic Concepts

- A. Define and give an example of the following concepts: antecedent, stimulus, response consequence, contingency, reinforcement, punishment, extinction, maintenance, generalization
- B. Define learning, performance, teaching, and stimulus control from an ABA perspective
- C. Describe the critical features of an ABA approach to teaching

- D. Describe the phases of learning/teaching (acquisition, fluency, maintenance, generalization, adaptation)

III. Behavioral Tools

- A. Describe procedures and processes for measuring behavior
- B. Describe procedures and processes for making decisions based on data
- C. Describe the relationship between behavior and environmental factors
- D. Describe and use assessment information to guide the development of behavior support planning

IV. Teaching

- A. Steps in teaching
 - 1. Demonstrate fluency with writing behavioral and instructional objectives
 - 2. Describe the major steps in an ABA approach to teaching
 - 3. Describe examples of task analysis
 - 4. Design a sequence for teaching classroom expectations
- B. Describe antecedent-based and consequence based interventions
- C. Data collection and presentation
 - 1. Describe the dimensions of a behavior
 - 2. Describe how time and event-based observation systems are different
 - 3. Develop an observation system that is appropriate to a behavior
 - 4. Graph and analyze a set of data
 - 5. Conduct a trend analysis on a set of data
 - 6. Develop and apply data based decision making rules
- D. Functional behavioral assessment
 - 1. Define the components of a functional behavioral assessment: setting events, triggering antecedents, behaviors, maintaining consequences, functions
 - 2. Conduct a simple direct observations and develop hypothesis regarding environmental events that occasion and reinforce problem behaviors

V. Problem behavior

- A. Describe the features of an effective behavior support plan for students who display problem behavior.
- B. Describe procedures for enhancing prosocial behavior
- C. Describe procedures for decreasing problem behavior

VI. Design of effective classrooms

- A. Describe the procedures and processes of an effective classroom management plan
- B. Develop a plan for identifying, teaching, and maintaining classroom rules, expectations, and routines

REQUIRED TEXT(S)

Alberto, P. A., & Troutman, A. C. (2003). Applied behavior analysis for teachers (6th edition). Englewood Cliffs, NJ: Merrill/Prentice-Hall.

CLASS ASSIGNMENTS

Percentage of Grade

Assignment

40%	1. 4 quizzes
10%	2. participation/professional behavior
20%	3. cumulative midterm
30%	4. comprehensive final

1. Quizzes Four quizzes will be given throughout the semester. Each quiz is cumulative in nature so that all information discussed or read to that point may be on the quiz. Each quiz may cover material discussed in class that is not directly stated on the powerpoint presentation, reading assignments that are not directly discussed, and all lecture materials.

2. Participation Participation will be assessed through class attendance, participation, and professional behavior. As an educator it is important to know how to properly and effectively communicate within a group setting and with superiors. All communication toward other classmates and the professor need to be professional in nature. All emails should be carefully worded with a greeting and closing. All class comments should be evaluated for relevance and should be made in an effort to add to the overall quality of the course. All grade disputes should be done formally in writing as discussed later.

3. Midterm A midterm will be given based on information from the first half of the semester to the mid-half.

3. Final Exam A cumulative/Comprehensive final exam assignment will be given which will be based on content covered from the entire semester. Relevant content will come from lectures, textbook(s), and the guided reading questions.

EXPECTATIONS AND POLICIES

1. Email

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. For example,

Dr. Blankenship,

I am having difficulty with some of the class content in Chapters 1 and 2 of the Alberto and Troutman textbook. Could you answer the following questions for me?

1. What are the differences between negative and positive reinforcement?
2. Which observation system should I choose for conducting the FBA?
3. Is an antecedent the same thing as a stimulus?

Overall, I am doing ok with the content. It is just the how the terms relate to each other that I am having trouble with. Thanks for your help.

John

2. 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 a learning disability". 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.

3. Students with Disabilities

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

4. 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.

5. Due Dates

All assignments should be submitted ON or BEFORE THE ASSIGNED DUE DATE. While understanding that everyone is busy with school and work, your decision to register for this course is an indication that you have made it a high priority. Therefore, assignments past the due date will not be accepted without reasonable justification. Obviously, crises take place (e.g., death in the family, child who is sick, etc.) that can reasonably result in missed deadlines.

Examples of unreasonable extensions for an assignment include: frequent computer malfunctions, outside class-work, or job responsibilities that inhibit meeting the required deadlines. If you anticipate missing a deadline on an assignment, you should send an email (before the deadline) with the following information:

- (a) The circumstances that require that you miss the assignment.
- (b) The date you intend to submit the assignment.

*Whether an extension is allowed will be at the instructor's discretion, and the assignment will be assigned a later grade at the instructor's discretion.

6. Assignments

All assignments must be prepared in a professional manner, well organized, and clear. Products which are judged not to be of professional quality will be returned ungraded, or reduced at least one-letter grade or the equivalent points. *All assignments turned in for the lab should be free from grammatical errors.*

7. Plagiarism

While collaboration is encouraged, 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.

8. Grading Concerns

Many times during the course of a semester students will have concerns regarding the assignment of a particular grade. Some of the grading is subjective (e.g., lab assignments and short answer questions) while other aspects are more objective (e.g., multiple choice). If you have concerns regarding a particular grade, then please set up an appointment to discuss your grade. In addition to setting up an appointment, you should submit your work with a typed memo indicating your concerns. Under no circumstances will grades be discussed in class.

9. Participation, Professionalism, and Student Conduct

In-class participation (i.e., asking thoughtful questions, working with groups on application assignments etc.) and professionalism (e.g., coming on time to class, being prepared, notifying the instructor of late assignments in advance, paying attention in class, following grading protocols, etc.) is expected. Please do not sleep in class, work on assignments for either this class or another class, engage in discussions unrelated about class content, and other related behaviors that are not consistent with professionalism and participation in the course. If student conduct is unacceptable (e.g., talking in class), an email or written notification will be sent to the student and his/her advisor identifying the problem behavior and asking that the student change his/her behavior to meet class expectations. If the problem behavior continues, a meeting between the student and his/her advisor will be made to discuss a plan of action to correct the problem behavior.

Tentative Agenda for Class Meetings and Topics

Class	In Class	Readings	Assignment
10-Jan	Introduction		
17-Jan	Overview	Chapter 1	
24-Jan	Basic Principles	Chapter 1	
31-Jan	Preparing Behavioral Objectives	Chapter 2	Quiz 1
7-Feb	Measurement Systems	Chapter 3 and 4	
14-Feb	Single Subject Research	Chapter 5	Quiz 2
21-Feb	FBA and Behavior Support Planning	Chapter 6	
28-Feb	Review		
7-Mar	Midterm		Midterm
14-Mar	Spring Break		
21-Mar	Consequences that Increase Behavior	Chapter 7	
28-Mar	Consequences that Decrease Behavior	Chapter 8	Quiz 3
4-Apr	Differential Reinforcement: Stimulus Control and Shaping	Chapter 9	
11-Apr	Providing for Generalization and Self-Management	Chapters 10 and 11	
18-Apr	Presentations		Quiz 4
25-Apr	Presentations and Review		
	Final TBA		