

SPED 3050
**Classroom and Behavior Management for Individuals with Disabilities
Spring 2005**

Instructor: Tom J. Clees, Ph.D.
541 Aderhold

Telephone: 706-542-4577
E-Mail: tomclees@yahoo.com

Office Hours: By Appointment

Course Location 520 Aderhold Hall
Hours: Wednesday, 12:20-3:30pm

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: Permission of Department

Corequisite: SPED 3050L (1 hour), Monday, 12:20-2:15

Required Readings: Text
Alberto, P.A., & Troutman, A.C. (1999). Applied behavior analysis for teachers: Influencing student performance. (6th ed.) Columbus OH: Merrill Publishing Co.

Additional Readings
Available in OIT

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 educational 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 behavioral treatment plans 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. The course is organized into major areas, including:

1. Educational environments in special education.
2. Applied Behavior Analysis in special education.
 - a. Principles of Applied Behavior Analysis
 - b. Systematic instruction
 - c. Classroom behavior management, i.e., behavior support programs
3. Behavioral assessment and information management.
 - a. Behavioral objectives
 - b. Task analyses
 - c. Data collection procedures
 - d. Functional analysis

- e. Functional communication training
- 4. Application of data-based instructional procedures.
 - a. Data collection
 - b. Graphing and visual analysis of graphic data.
 - c. Data-based instructional decisions
- 5. Procedures for increasing and decreasing the frequency of behavior.
 - a. Deficit behaviors
 - b. Excess behaviors
- 6. Procedures for teaching new behaviors (acquisition & fluency)
- 7. Procedures for facilitating behavior maintenance and generalization.
- 8. Single-subject research methodology

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 Principle of Least Dangerous Assumption in the design and implementation of nonaversive strategies for modifying challenging behaviors. (GC6:S1)

Course Content & Rationale:

It should be noted that the methods presented in the course are noncategorical, i.e., methods used with students with mental retardation, autism, etc. are, generally, used effectively with students with learning disabilities and behavioral disorders. Behavior support programs, like instructional programs, must be individualized. Teachers must take into consideration a student's age, cultural background, functioning level, communication abilities, and the function of a target behavior when designing a behavior support plan. 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 for ethical and legal reasons.

Course Requirements:

1. **Class Participation (10%)**

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. A 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 implies the student has reviewed information from previous class meetings. The student should prepare questions when information from the readings is unclear, and request instructor clarification in class.

Thus, the instructor will assign 10% 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 (i.e., attending to lectures, student presentations and group work, and refraining from doing work for other classes). Participation points will be

assigned at the end of the semester.

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 two absences will be allowed without penalty. Absences that are accompanied by a physician's letter documenting illness, or by written documentation of other emergencies (e.g., family), will be excused. Each absence beyond the two allowable will be penalized 50% of total participation grade (in other words, 4 total undocumented absences will result in loss of all participation points, or 10% of the total grade).

2. **6 Unannounced Short Quizzes (two will be dropped, thus there will be four 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 of text and articles. The two lowest scored quizzes of the six will be dropped for each student. However, quizzes missed by undocumented absences (including the two allowable absences 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 Aconstructs@ that are applicable across the course material is considered cumulative (this will be explained further in class). Tests cannot be made up without documentation of illness or emergency, as discussed above. Alternative forms of the tests may be given for documented absences.

4. **Positive Behavioral Support Intervention Project, Written Portion (15 % of total 3050 grade)**

(Note: This project also has a Presentation Portion, which will account for 75% of the 3050L 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. A handout will be given in class that delineates expectancies and grading. Note: This project is considered appropriate for your portfolio, and you will be expected to upload an electronic version of it to your Live Text portfolio.

Summary of Student Evaluation:

1. Class Participation (10% of total grade)
2. Short Quizzes (6 given, top four scores kept, each 5% of total grade= 20% of course grade)
3. 2 Exams (20% of total grade each = 50% of course grade)
4. Positive Behavioral Support Intervention Project, Written Portion (20 % of total 3050 grade)

Grading:

All grading will be done as objectively as possible. The grade of AA@ 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 performance on requirements are not an option).

Grades will be assigned as:

- A= 90%- 100% of total possible points
- B= 80%- 89% of total possible points
- C= 70%- 79% of total possible points
- D= 60%- 69% of total possible points
- F ≤ 59% of total possible points

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 AI@ will not be assigned to allow a student to improve a grade. If an AI@ 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
Spring 2005, Class Schedule

Wednesday Dates	Topic	Readings
1/12	-Syllabus, Course Overview, -Person 1 st terminology -Applied Behavior Analysis: An Overview -Historical Perspectives -Culture and Social Behavior	Chapter 1 Reading 1: A Special Report...@
1/19	-Positive Reinforcement, Negative Reinforcement -Types of Reinforcers, Schedules of Reinforcement -Dependent Contingencies -Contracting -Token Economies	Chapter 7 Chapter 12 Reading 2: A What Does Amy Like?@
1/26	-Reinforcement, continued	
2/2	-Self-Management	Chapter 11 Reading 3: A Self-recording of Students..@
2/9	-Data Collection, Reliability	Chapter 3

2/16	-Graph Construction, Data Analysis, and Data-based Decisions	Chapter 4
2/23	-Decreasing Behavior via Punishment and Differential Reinforcement Schedules	Chapter 8 Reading 4: APreventative discipline...@
3/2	-Decreasing behavior, continued	Reading 5:@Management Traps@ Reading 6: ACurses...@
3/9	EXAM I	
3/16	SPRING BREAK!!	
3/23	-Functional Assessment & Functional Analysis -Single-Subject Designs	Chapter 6 Chapter 5
3/30	-Single-subject, continued	
4/6	-Stimulus Control	Chapter 9 (401-417) Reading 7: Structuring...@
4/13	-Stimulus Control Contd. - Time Delay -Behavior Maintenance and Generalization - Writing Behavioral Definitions and Objectives Writing Instructional Objectives and Task Analyses	Chapter 9 (417-436) Chapter 10 Reading 8: AUsing...@ Chapter 2 (pp 51-67, 80-86)
4/20	EXAM II	
4/27	Presentations, Course Evaluations	

Recommendation: When a chapter is first assigned, read through the entire chapter. Afterwards reread that portion of the chapter assigned for a particular class meeting.

Appendix A

SPED 3050
Required Reading List
(Spring 2003)

Articles are listed in order assigned

1. Holm, M. (1989). Special report on emotional abuse in our schools. *Redbook*, 144-206.
2. Mason, S. A. & Egel, A. L. (1995). What does Amy like? *Teaching Exceptional Children*, 28, 42-45. Wolery, M. Thoughts and notes on doing task analyses (1982). Unpublished manuscript.
3. Clees, T.J. (1995). Self-recording of students= daily schedules of teachers= expectancies: Perspectives...*Exceptionality*, 5(3), 113-129.
4. Sabatino, D. A., (1987). Preventive discipline as a practice in special education. *Teaching Exceptional Children, Summer*, 8-11.
5. Alderman, G. Management traps. *Beyond Behavior*, Cruz, L. & Cullinan, D. (2001).
6. White, R. B. & Koorland, M. A. (1996). Curses! What can we do about cursing? *Teaching Exceptional Children*, 28, (4) 48-52.
7. Stainback, W., Stainback, S., & Froyen, L. (1987). Structuring the classroom to prevent disruptive behaviors. *Teaching Exceptional Children, Summer*, 12-16.
8. Schuster, J. W., & Griffin, A. K. (1990). Using time delay with task analyses. *Teaching Exceptional Children, Summer*, 49-53.