

**SPED 3050**  
**Classroom and Behavior Management for Individuals with Disabilities**  
**Spring 2006**

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**Office Hours:** By Appointment

**Course Location** 520 Aderhold Hall  
**Hours:** Wednesday, 12:15-3:30pm

**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)

**Required Readings:** Text

Alberto, P.A., & Troutman, A.C. (2006). Applied behavior analysis for teachers. (7th ed.) Columbus OH: Merrill Publishing Co.

Additional Readings

Available electronically via Course Reserves

**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 Principal 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**

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 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.

#### 2. **Attendance Policy (Negative Reinforcement, Avoidance Paradigm):**

Attendance will be taken. An absence will be scored if the student is not present by the time the instructor collects the attendance sheet. Absences that are accompanied by a physician's letter documenting illness (dated on the day of the absence), or by written documentation of other emergencies (e.g., family), will be counted as "excused absences". Up to one "undocumented" absence will be allowed without penalty. Each absence beyond the one allowable and the "excused absences" will result in a 5% penalty of the total grade.

For example, 3 undocumented absences, including the one not penalized, will result in a penalty of 10% of the total points for the class, which is the equivalent of one letter grade. There will be no "extra credit" allowed to reduce the penalty.

#### 3. **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 one allowable absence described above) cannot be made up.

#### 4. **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 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.

5. **Homework (20%)**

Activities will be assigned to complete outside of class as homework. They will apply directly to the constructs related to the course topics and are designed to provide further practice with the course material. Homework is due on the due date or before and will be passed in during class, not emailed. Late homework will not be accepted.

6. **Positive Behavioral Support Intervention Project, Written Portion (20 % of total 3050 grade)**

(Note: This project also has a **Presentation Portion**, which will account for 40% of the **3050L** grade).

Each student will conduct a PBI on an individual, and will develop a final paper and presentation. The implementation of the project and final written analysis will adhere to guidelines and information presented in class and in the OSEP Technical Assistance Guide. 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.

7. **Journal Articles and associated activities (15%)**

Outside reading is essential to your growth as a professional and this is a behavior that you should find yourself engaging in throughout the rest of your professional career. Staying abreast of current research, literature, issues, and trends is critical in our discipline and are at the heart of CEC Standard Nine; Professional and Ethical Practice. During this course, you will be asked to read a series of articles and will be expected to come to class ready to review and discuss their salient points and the issues highlighted by the author(s). These articles are on reserve in Galileo and you may access them at [http://www.libs.uga.edu/access\\_services/reserves.html](http://www.libs.uga.edu/access_services/reserves.html) using the password 'skinner'.

**Summary of Student Evaluation:**

1. Short Quizzes (6 given, top four scores kept, each 5% of total grade= 20% of course grade)
2. 2 Exams (25% of total grade each = 50% of course grade)
3. Homework (20%)
4. Positive Behavioral Support Intervention Project, Written Portion (20 % of total 3050 grade)
5. Journal article analysis/activities (15%)

**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 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 "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. All academic work must meet the standards contained in <sup>3</sup>A Culture of Honesty.<sup>2</sup> Students are responsible for informing themselves about those standards before performing any academic work. The link to more detailed information about academic honesty can be found at: <http://www.uga.edu/ovpi/honesty/acadhon.htm>.

And finally, please note, the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

SPED 3050  
Spring 2006, Class Schedule

Wednesday Dates	Topic	Readings
1/11	-Syllabus, Course Overview -Applied Behavior Analysis: An Overview -Historical Perspectives -Understanding Behavior (Intro) -What is behaviorism? -Operant Conditioning	Chapter 1
1/18	-Positive Reinforcement, Negative Reinforcement -Types of Reinforcers, Schedules of Reinforcement -Dependent Contingencies -Contracting -Token Economies	Chapter 7  Article 1: "Using Rewards to Teach Students with Disabilities"
1/25	-Collecting Data	Chapter 3  Article 2: "Using Narrative Logs - Understanding Students' Challenging Behaviors"  **Homework 1 due**
2/1	-Self-Managing Behavior  -Project Assignment	Chapter 11  Article 3: "Action Research"
2/8	-Behavior Reduction -Response Cost -Time-out -Differential Reinforcement Schedules	Chapter 8, pgs 259-276  Article 4: "Classroom Behavior Management: A Dozen Common Mistakes"  **Homework 2 due**
2/15	-Functions of Behavior -FBA -PBIS -Behavior Rating Scales	Chapter 6  Article 5: "A Problem-Solving Approach to FBA"

2/22	Graphing Data	Chapter 4 Article 6: “Applying PBS and FBA in Schools”
3/1	<b>EXAM I</b>	
3/8	Generalization	Chapter 10 Article 7: “Using Narrative Logs - Understanding Students’ Challenging Behaviors”  **Homework 3 due**
3/15	<b>SPRING BREAK!!</b>	
3/22	-Decreasing behavior, continued -Punishment -Disadvantages -Overcorrection	Chapter 8, pgs 278-299
3/29	-Single-subject designs  -Presentations	Chapter 5  **Homework 4 due**
4/5	-Ethical Use of ABA and Concerns -Presentations	Chapter 12
4/12	-Stimulus Control -Task Analysis -Presentations	Chapter 9  Article 8: “What To Do When Behavior Modification Is Not Working”
4/19	-Behavioral Objectives -Setting Goals -Presentations -Course Evaluations	Chapter 2
4/26	-Presentations -Course Evaluations	**PBSI Project Due**
	<b>Exam II To Be Announced</b>	