

Syllabus
SPED 3050

Spring 2003

Classroom and Behavior Management for Individuals with Disabilities

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Office Hours: By Appointment

Location and
Course Hours: 520 Aderhold Hall
Monday and Wednesday, 12:20-2:10pm

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. (The University of Georgia Undergraduate Bulletin 2002-2003)

Prerequisite: Permission of Department

Corequisite: SPED 3050L (1 hour), Wednesday, 2:20-3:10

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) instructional procedures (methodology), and on the content of instruction (i.e., curriculum) and b) the principles and procedures of Applied Behavior Analysis (ABA). In addition, emphasis is placed on designing behavioral treatment plans. Also, the need to understand the viewpoints of people from culturally diverse and under-represented groups in relation to behavior management is discussed. This course presents the design of instructional procedures as they specifically effect students with mild mental retardation, learning disabilities, and behavior disorders. Eight major areas are addressed:

1. Overview of educational environments in special education.
2. Overview of 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. Overview of behavioral assessment and information management.
 - a. Behavioral objectives
 - b. Task analyses
 - c. Data collection procedures
 - d. Functional analysis
 - e. Functional communication training
4. Overview and application of data-based instructional procedures.
 - a. Data collection
 - b. Graphing and visual analysis of graphic data.
 - c. Data-based instructional decisions
5. Overview of procedures for increasing and decreasing the frequency of behavior.

- b.
 - a. Deficit behaviors
 - Excess behaviors
- 6. Overview of single-subject research methodology
 - b. Characteristics of single subject research
 - c. Reversal and withdrawal designs
 - d. Multiple baseline, multiple probe and changing criterion designs
- 7. Overview of procedures for teaching new behaviors (acquisition & fluency)
- 8. Overview of procedures for facilitating behavior maintenance and generalization.

Course Objectives:

Attainment of these objectives will be assessed through a midterm and final examination and in-class activities. The student will:

2. 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)
3. 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)
4. Discuss how culture (values, language, customs) should be considered when targeting social behaviors for modification (CC1:K9, CC6:K5)
5. Write a description of each step in the systematic instruction process (CC4:S6, GC4:S4, GC4:S13).
6. Write a description of necessary components/steps in a behavior support plan; (GC4:S4, GC6:S2)
7. Operationalize a discrepancy analysis approach to pinpointing social behavior objectives (CC2: K1, K2, CC5:K3, GC3:S1, GC6:S2, GC6:S3)
8. Write behavioral objectives and task analyses (CC4: S6, GC6:S2)
9. Write descriptions of types of data, critical dimensions of behavior, and direct observational measurement procedures; (GC6:S2)
10. Graph student performance data; (GC6:S2)
11. Write descriptions of data pattern changes and performance error pattern (CC3: S11, GC6:S2)
12. Apply data decision rules to performance data which have been graphed (CC3: S8, GC6:S2)
13. Discuss the impact social behavior deficits and behavior excesses have on a student's life (CC2: K4, GC2:K2, GC2:K4, GC4:S6)
14. Write descriptions of procedures for increasing the occurrence of existing behavior.
15. Write descriptions of procedures for decreasing the occurrence of existing behavior;
16. 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).
17. Write descriptions of procedures for monitoring child progress toward short-term objectives; (GC6:S2)

18. Write definitions and descriptions of terminology and procedures specific to applied behavior analysis; (GC6:K17)
19. Write descriptions of procedures for facilitating skill acquisition, fluency, maintenance, and generalization. (GC5:S26)
2. 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)
18. 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 methods are noncategorical, i.e., methods used with students with mental retardation, autism, etc. are also 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 intent (as determined through a functional analysis) 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.

Required Readings:

- A. Text
Alberto, P.A., & Troutman, A.C. (2003). Applied behavior analysis for teachers. (6th ed.) Columbus OH: Merrill Publishing Co.

- B. Additional Readings

See required reading list in Appendix A.

Readings are available at Bel-Jean Copy/Print Center, 163 E. Broad, Downtown (548-3648).

General Requirements, Description of Activities and Evaluation Procedures:

1. Class Participation (10%)

The instructor will subjectively award up to 10% of the available points for class participation. The student behaviors considered in awarding these points include attending class regularly and on

time, turning in assignments when due, completing work accurately and neatly, coming to class prepared, and actively participating in class discussions. Participation points will be assigned at the end of the semester.

Regular attendance is required for all scheduled group activities in that the student is responsible for obtaining all materials, instruction, etc. presented during class. Attendance at all class meetings is stressed because information provided in class will be tested on the midterm and final exams. Not all material covered will be found in the required readings. You are required to inform the instructor in advance of your absence. Failure to do so will result in your not being allowed to make-up any missed class work (quiz, activity).

As is the instructor, students are expected to come to class meetings thoroughly prepared. "Thoroughly prepared" is defined as having read the readings enough times to verbally and in writing state the definitions of terms from the readings; discuss ideas, notions, concepts, issues, and procedures from the readings; relate the ideas, notions, concepts, issues, and procedures to previous information presented to class or in previous readings; and apply the information from the readings to problems. 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.

1. Quizzes (25%)

At each class meeting, students should be prepared to be tested over all materials assigned and discussed to date. Quizzes are designed to assess students' mastery of course content and to encourage them to be prepared for class meetings. Questions will be based upon the readings assigned for that class, but also may include review questions over previous readings and lectures.

1. Examinations (Midterm, 30%; Final 35%):

A midterm and final examination are scheduled to assess a student's comprehension and application of information covered in SPED 3050. Both exams will consist of two parts: Informational (multiple choice and short answer) section and behavioral program application section.

Midterm Date: March 31, 2003

Final Date: May 9, 2003 (8:00am-11:00am)

4. All grading will be done as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgement. Grades are assigned based on the assumption that the grade of "B" represents satisfactory performance (80%). The grade of "A" represents outstanding performance. Both grades are indicative of competence in the principles and practices in designing individualized learning programs and in the management of the behaviors of exceptional students. It should be kept in mind that most students will perform satisfactorily. Accordingly, not everyone will receive an "A" grade.

A=90% of total possible points

B=80% of total possible points

C=70% of total possible points

D=65% of total possible points

F=below 65% possible points

5. The assignment of an incomplete ("I") grade is discouraged and will be assigned only in cases of extreme emergencies and in cases where a passing grade (C) may be earned. It is the student's responsibility to notify the instructor when such circumstances exist. Upon notification, a contract between the student and instructor will be developed before the last week of the semester for completion of the course.

6. 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/~vpaa>.

Summary of Student Evaluation:

1. Class Participation (10%)

2. Quizzes (25%)
3. Midterm Examination (30%)
4. Final Examination (35%)

Class Format:

The general class format will be as follows:

1. The instructor will overview “key points” (principles, procedures, etc.) discussed in the readings. Students should pay particular attention to these points since they are likely to be included on the examination. Students should feel free to ask questions during the instructor’s lecture over these points.
2. Quizzes will be administered at the beginning or end of each class. The quizzes will cover all material assigned or discussed to date.
3. Direct applications of the design, implementation, evaluation, and modification of data-based instructional or behavior management programs will be assessed through class assignments acquired in SPED 3050L.
4. You are encouraged to discuss course materials and how it is applied (or not applied) in your practicum/teaching placement. This part of each class is intended to be an informal discussion of applications of the appropriate teaching and behavior support methods learned.

SPED 3050
Spring 2003, Class Schedule

Date	Topic	Readings
1/13 M	Syllabus, Course Overview, Pretest	
1/15 W	ABA: An Overview, Cultural Perspectives and Social Behavior	Ch. 1 Skim pp. 1-18 focus: pp. 18-32 Reading #1
1/20 M	No Class: MLK	
1/22 W	Writing Behavioral Definitions and Objectives	Ch. 2 Pp. 51-87
1/27 M	Writing Instructional Objectives and Task Analyses	Reading #2
1/29 W	Characteristics of Behavior and Data Collection	Ch. 3 Pp. 89-114
2/3 M	Interval, Time Sample, Duration and Latency Recording Procedures	Ch. 3 Pp. 115-133
2/5 W	Reliability of Measurement	Ch. 3 Pp. 133-144
2/10 M	Graph Construction and Data Analysis	Ch. 4
2/12 W	Functional Assessment of Behavior (ABC)	Ch. 6 Pp. 229-254
2/17 M	Functional Analysis and Hypothesis Testing	Ch. 6 Pp. 254-280
2/19 W	No Class	
2/24 M	Increasing Behavior: Principles of Positive Reinforcement and Reinforcer Identification	Ch. 7 Pp. 282-290 Reading #3
2/26 W	Types of Reinforcers; Rules; Dependent Contingencies	Ch. 7 pp. 290-298 Reading #4

3/3 M	Classroom Management: Point Systems and Level Systems	Ch. 7 pp. 298-310 Reading #5
3/5 W	Classroom Management: Behavioral Contracting and Group Contingencies	Ch. 7 pp. 310-320 Reading #6
3/10 M	Schedules of Reinforcement and Negative Reinforcement	Ch. 7 pp. 320-334
3/12 W	Gaylord-Ross Model for Management of Aberrant Behavior	Ch. 8 pp. 342-364 Reading #7
3/17-3/21	UGA Spring Break	
3/24 M	Differential Reinforcement Strategies: DRL, DRO, DRI, and DRA	Ch. 8 Reread 344-364 Readings #8 & #9
3/26 W	Punishment, Extinction, Response Cost, Time Out, and Overcorrection	Ch. 8 pp. 364-400 Reading #10
3/31 M	Midterm Examination	
4/2 W	Single-Subject Research Methodology	Ch. 5 pp. 167-185
4/7 M	Multiple Baseline and Multiple Probe Designs; Changing Criterion Design	Ch. 5 pp. 185-203
4/9 W	Comparative Intervention Designs; Visual Analysis	Ch. 5 pp. 203-226
4/14 M	Behavioral Methods of Instruction: An Overview	Ch. 9 pp. 401-411
4/16 W	Instructional Prompts; Prompt Hierarchies, Behavior Shaping	Ch. 9 pp. 411-438
4/21 M	System of Least Prompts and Time Delay	Readings #11 & #12
4/23 W	Behavior Maintenance and Generalization	Ch. 10
4/28 M	Self-Management Strategies	Ch. 11
4/30 W	Ethical Use of ABA Procedures and Final Exam Review	Ch. 12
5/9	Final Examination 8:00am-11:00am	

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.

SPED 3050
Student Record Form

Name: _____

Practicum or Work Site: _____

Soc. Sec #: _____

Day Telephone: _____

Advisor: _____

E-Mail: _____

Quizzes (25% and Participation (10%))

<u>DATE</u>	<u>QUIZ</u>	<u>PAR</u> <u>T.</u>	<u>DATE</u>	<u>QUIZ</u>	<u>PART.</u>	<u>DATE</u>	<u>QUIZ</u>	<u>PART.</u>
1/13	_____	_____	2/26	_____	_____	4/16	_____	_____
1/15	_____	_____	3/3	_____	_____	4/21	_____	_____
1/22	_____	_____	3/5	_____	_____	4/23	_____	_____
1/27	_____	_____	3/10	_____	_____	4/28	_____	_____
1/29	_____	_____	3/12	_____	_____	4/30	_____	_____
2/3	_____	_____	3/24	_____	_____			
2/5	_____	_____	3/26	_____	_____			
2/10	_____	_____	4/2	_____	_____			
2/12	_____	_____	4/7	_____	_____			
2/17	_____	_____	4/9	_____	_____			
2/24	_____	_____	4/14	_____	_____			

Midterm Examination (30%)

Multiple Choice = _____
 Application = _____
 Total =

Final Examination (35%)

Multiple Choice = _____
 Application = _____
 Total =

Summary:

Quizzes:	_____	%	X	2.5	=	_____
Participation:	_____	%	X	1.0	=	_____
Midterm Exam:	_____	%	X	3.0	=	_____
Final Exam:	_____	%	X	3.5	=	_____

Course Percentage and Grade

%

SPED 3050
Required Reading List-Gast
(Spring 2003)

- * Articles are listed in order assigned *Reading #1 Available only in OIT
1. Cartledge, G. & Loe, S. (2001). Cultural diversity and social skill instruction. *Exceptionality, 9*, 33-46.
 2. Wolery, M. Thoughts and notes on doing task analyses (1982). Unpublished manuscript.
 3. Mason, S. A. & Egel, A. L. (1995). What does Amy like? *Teaching Exceptional Children, 28*, 42-45.
 4. Sabatino, D. A., (1987). Preventive discipline as a practice in special education. *Teaching Exceptional Children, Summer*, 8-11.
 5. Cruz, L. & Cullinan, D. (2001). Awarding points, using levels to help children improve behavior. *Teaching Exceptional Children, 33*, 16-23.
 6. Stainback, W., Stainback, S., & Froyen, L. (1987). Structuring the classroom to prevent disruptive behaviors. *Teaching Exceptional Children, Summer*, 12-16.
 7. Alderman, G (). Management traps. *Beyond Behavior*,
 8. Webber, J., & Scheuermann, B. (1991). Accentuate the positive: Eliminate the negative! *Teaching Exceptional Children, Fall*, 13-19.
 9. White, R. B. & Koorland, M. A. (1996). Curses! What can we do about cursing? *Teaching Exceptional Children, 28*, (4) 48-52.
 10. Cuenin, L. H., & Harris, K. R. (1986). Planning, implementing, and evaluating timeout interventions with exceptional students. *Teaching Exceptional Children, Summer*, 272-276.
 11. Stevens, K. B., & Schuster, J. W. (1988). Time delay: Systematic instruction for academic tasks. *Remedial and Special Education, 9*, 16-21.
 12. Schuster, J. W., & Griffin, A. K. (1990). Using time delay with task analyses. *Teaching Exceptional Children, Summer*, 49-53.
 13. Darch, C. Miller, A., & Shippen, P. (1998). *Instructional Classroom: A proactive model for managing student behavior. Beyond Behavior, 9*(3), 18-27.

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Course Objective	Activities							Par
	Rd	Lec	Dis	Act	Lab	Q	T	
1. Legal rights and responsibilities		Y	Y			Y	Y	Y
2. Cultural stereotypes	Y	Y	Y			Y		Y
3. Cultural and social skill identification	Y	Y	Y		Y	Y		Y
4. Systematic instruction; task analysis	Y	Y	Y	Y	Y	Y	Y	Y
5. Behavior support plan	Y	Y	Y	Y	Y	Y	Y	
6. Discrepancy analysis and objective identification	Y	Y	Y			Y	Y	
7. Behavioral objectives and task analysis	Y	Y	Y	Y	Y	Y	Y	Y
8. Data collection and measurement systems	Y	Y	Y	Y	Y	Y	Y	Y
9. Graphing data	Y	Y	Y	Y	Y	Y	Y	
10. Data analysis	Y	Y	Y	Y	Y	Y	Y	Y
11. Data decision rules		Y	Y		Y	Y	Y	Y
12. Social behavior deficits and excesses	Y	Y	Y		Y	Y	Y	Y
13. Increasing behavior	Y	Y	Y	Y	Y	Y	Y	Y
14. Decreasing behavior	Y	Y	Y	Y	Y	Y	Y	Y
15. Assessing stimulus control; functional analysis	Y	Y	Y		Y	Y	Y	Y
16. Monitoring performance	Y	Y	Y	Y	Y	Y	Y	Y
17. Definitions and terminology	Y	Y	Y		Y	Y	Y	Y
18. Procedure descriptions	Y	Y	Y		Y	Y	Y	Y
19. Educational theories and research base	Y	Y	Y			Y	Y	
20. Current trends in behavior management	Y	Y	Y	Y	Y	Y	Y	Y
21. Communicative function of behavior	Y	Y	Y			Y		
22. Views of challenging behavior	Y	Y	Y	Y		Y		Y
23. Assessment procedures	Y	Y	Y	Y	Y	Y	Y	Y
24. Relationship between social and academic behavior		Y	Y					Y
25. Principles relative to nonaversive strategies	Y	Y	Y				Y	Y

Evaluation

Key: R= Readings Act=Class Activity T=Final exam
 L=Lectures Proj=8 week project Pres=Class presentation
 D=Class discussion Q=quiz