SPED 3050
Classroom and Behavior Management for Individuals with Disabilities
Spring 2004

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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 2001-2002)

Prerequisite: Permission of Department

Corequisite: SPED 3050L (1 hour)

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, including those from culturally diverse and under-represented groups. The course will relate the above foci to students with mental retardation, learning disabilities, behavioral disorders and other disabilities (e.g., autism). The course is organized into eight major areas, including:

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.
    a. Deficit behaviors
    b. Excess behaviors

6. Overview of single-subject research methodology
    a. Characteristics of single subject research
    b. Reversal and withdrawal designs
    c. 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:
The following objectives are linked parenthetically to the Council for Exceptional Children (CEC) objectives 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:

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)

20. 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)

21. 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)

22. 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)

23. 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)

24. 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)

25. Critically discuss the correlation between students' academic performance and social behavior, and strategies for improving both. (GC4:K5)

26. 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 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 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.

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:
Packet available in OIT

Course Requirements:

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

The instructor will 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. Not all material covered will be found in the required readings, so it is very important that students attend. Attendance will be taken. One absence will be allowed without penalty or doctors note, excluding presentation days (see below). Each additional absence will be penalized 5 points (for non presentation days), unless accompanied by physicians letter documenting the illness (or documentation of other emergency).

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.

2. **3 QUIZZES (each 30% of total grade)**

Students should be prepared to be tested over all materials assigned and discussed in class. Tests are designed to assess students' mastery of course content. Questions will be based primarily on the material covered since the last quiz, but some of the questions (up to 20%) on each test will come from material that has been previously tested. In this sense, the tests are cumulative. Quizzes cannot be made up without documentation of absence.

Summary of Student Evaluation:

1. Class Participation (10% of total grade)
2. Tests (3 each@ 30% of total grade) = 90%

Grading:
All grading will be done as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgement. The grade of "A" represents outstanding performance. Students should be aware that the instructor believes that good grades are earned; they are not an entitlement.

Grades will be solely based on students' performance with respect to course requirements. Extra credit projects are not an option.

Grades will be assigned as:

A=90% of total possible points
B=80% of total possible points
C=70% of total possible points
D=60% of total possible points
F =below 60% 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. 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.

SPED 3050
Spring 2004, Class Schedule

Date	Topic	Readings
1/14	Syllabus, Course Overview Applied Behavior Analysis: An Overview Historical Perspectives Culture and Social Behavior	
1/21	Writing Behavioral Definitions and Objectives Writing Instructional Objectives and Task Analyses	Chapter 1 & 2
1/28	Data Collection Procedures Reliability of Measurement	Chapter 3
2/4	Graph Construction, Data Analysis, and Data-Based Decisions	Chapter 4
2/11	QUIZ 1/Lab Portfolio Check Single-Subject Research Methodology	Chapter 5
2/18	Functional Assessment & Functional Analysis BIP	Chapter 6 FBA Handout (OIT)
2/25	Positive Reinforcement, Negative Reinforcement, Types of Reinforcers, Schedules of Reinforcement Dependent Contingencies	Chapter 7
3/3	QUIZ 2/Lab Portfolio Check	
3/10 & 3/17	SPRING BREAKS: NO CLASS	
3/24	Differential Reinforcement Extinction, Response Cost, Time-Out & Aversives	Chapter 8
3/31	IEP Format, Components	IEP Handout (OIT)
4/7	Stimulus Control	Chapter 9
4/14	Behavior Maintenance and Generalization	Chapter 10
4/21	Self-Management Ethical Use of ABA	Chapter 11, 12
4/28	QUIZ 3 / Course Evaluations Turn in Lab Portfolios	

NOTE: Assignments given for 3050L will correspond with the weekly readings and activities from the above syllabus. Class attendance is critical, as skills and materials reviewed during class sessions will be necessary to complete the lab activities.