

SPED 3050 CLASSROOM BEHAVIORAL MANAGEMENT

COURSE SYLLABUS

Department of Special Education 537 Aderhold Hall University of Georgia Athens, GA 30602-7153
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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, effective behavior 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.

COURSE OBJECTIVES

1. Discuss the legal rights and responsibilities of the student, parent/guardian and school staff in the design of behavior management plans (CC1:K5, CC5:K1)
2. Discuss how cultural stereotypes can negatively influence the design of behavior management plans (CC1:K7, CC5:K2, CC8:K2, CC8:K4)
3. Discuss how culture should be considered when targeting social behaviors for modification (CC1:K9, CC6:K5)
4. Write a description of necessary components/steps in a behavior change plan;
5. Operationalize a discrepancy analysis approach to pinpointing social behavior objectives (CC2: K1, K2, CC5:K3)
6. Write behavioral objectives and task analyses (CC4: S6)
7. Write descriptions of types of data, critical dimensions of behavior, and direct observational measurement procedures;
8. Graph student performance data;
9. Write descriptions of data pattern changes and performance error pattern (CC3: S11)

10. Apply data decision rules to performance data which have been graphed (CC3: S8)
11. Discuss the impact of social behavior deficits and behavior excesses on a student's life (CC2: K4)
12. Write descriptions of procedures for increasing the occurrence of existing behavior;
13. Write descriptions of procedures for decreasing the occurrence of existing behavior;
14. Write descriptions of procedures for developing and assessing stimulus control and for teaching new behaviors; i.e., functional analysis (CC6: K3)
15. Write descriptions of procedures for monitoring child progress toward short-term objectives;
16. Write definitions and descriptions of terminology and procedures specific to applied behavior analysis;
17. Write descriptions of procedures for facilitating skill acquisition, fluency, maintenance, and generalization.

TEXTS

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

Cipani, E. (2004). *Classroom management for all teachers: 12 Plans for evidence-based practice*. (2nd ed.). Upper Saddle River, NJ: Prentice Hall. ***This text is recommended, but NOT required***

COURSE SCHEDULE

** Please note: The calendar below is tentative ... Please refer to the Official Course Calendar located on the homepage of the course for final due dates and updates throughout the course. **

Module	Dates	Topic	Readings, Etc.	Assignment*
1	1/9-1/15	Introduction to ABA	A&T 1; Horizon Wimba Presentation Quiz #1	Due by 9 a.m. 1/17 Activity #1
2	1/17- 1/22	Preparing Educational Goals & Objectives (I)	A&T 2; Horizon Wimba Presentation Quiz #2	Due by 9 a.m. 1/23 Activity #2
2 (cont'd)	1/23- 1/29	Preparing Educational Goals & Objectives (II)	A&T 2	Due by 9 a.m. 1/30 Activity #2

				Revision (if needed) Discussion Board #1
3	1/30 – 2/5	Measurement & Data Collection (I)	A&T 3; Horizon Wimba Presentation	Due by 9 a.m., 2/6 Discussion Board #2
3 (cont'd)	2/6-2/12	Measurement & Data Collection (II)	A&T 3	Due by 9 a.m. 2/13 Activity #3
4	2/13- 2/19	Consequences that Increase Behavior (I)	A&T 7; C 2-7; Horizon Wimba Presentation	Due by 9 a.m. 2/20 Discussion Board #3
4 (cont'd)	2/20- 2/26	Consequences that Increase Behavior (II)	A&T 7; C 2-7	
5	2/27-3/5	Consequences that Decrease Behavior (I)	A&T 8; C 8-13; Horizon Wimba Presentation	Due by 9 a.m., 3/6 Discussion Board #4
5 (con't)	3/6-3/12	Consequences that Decrease Behavior (II)	A&T 8; C 8-13	Due by 9 a.m., 3/20 Activity #4
	3/13- 3/20	BREAK	---	---
6	3/20- 3/26	Data-Based Decision Making/Graphing	A&T 4; Horizon Wimba Presentation	Due by 9 a.m., 3/27 Activity #5
7	3/27-4/2	Maintenance & Generalization	A&T 10; Horizon Wimba Presentation	Due by 9 a.m., 4/3 Discussion Board #5
8	4/3-4/9	Self-Management	A&T 11; Horizon Wimba Presentation	----
9	4/10- 4/16	Conducting Functional Behavior Analysis	A&T 6; Horizon Wimba Presentation	Due by 9 a.m., 4/17 Discussion Board #6
10	4/17- 4/30	Review/Catch-up/Work on Behavior Change Plans		
	5/2-5/3	Final exam available online		
	5/5	Behavior Change Plan DUE 5 p.m.		Due by 5 p.m., 5/5

Readings: Assigned readings and related tasks are to be completed at the beginning of the module to allow students to prepare for quizzes and graded assignments. Text abbreviations: A&T = Alberto and Troutman text; C = Cipani text. Therefore, the notation A&T 7; C 2-7 means that you should read chapter 7 of the Alberto and Troutman text and chapters 2-7 of the Cipani text. Horizon Wimba presentations are PowerPoint presentations designed by the instructor to overview the assigned reading material. These should also be reviewed at the beginning of a module.

Assignments: This course includes both graded and non-graded assignments. Graded assignments include application exercises (Activities #1-5), discussion boards, a project, and a final exam. Non-graded assignments include quizzes (which are optional but advised, as they will help prepare you for the graded final exam) and participation/professional behavior. For more information on class requirements, see the “Assignments” section below.

Chat: A 60-90 minute chat will be held periodically (see the Important Announcements discussion board for scheduling announcements from your instructor). Students will be able to ask content-related questions during this chat, and an archived version of the chat will be available to students immediately following the close of the chat. Due to the very limited time frame available for chat, “housekeeping” questions (i.e., when a particular assignment is due, how to format an assignment) will be entertained only when content-related discussion has concluded.

Please note: Points can and will be deducted for grammatical and spelling errors on all assignments in this course.

ASSIGNMENTS

Weight	Description	Points	Due
Participation and Professionalism = 6%	This portion of your grade will be determined by the instructor after evaluating your professional behavior (e.g., submitting assignments on time, responding to inquiries and requests in an appropriate and timely fashion, interacting with peers in an appropriate and supportive fashion, etc.) over the course of the semester.	6	
Activities = 35%	Five written exercises that require application of material learned in class will be due over the course of the semester. Activity topics include ABA principles, writing behavioral objectives, data conversion, graphing, and behavior change techniques.	5 activity assignments @ 7 points each	#1 = 1/17 #2 = 1/23 #3 = 2/13 #4 = 3/20 #5 = 3/27
Discussion Boards = 24%	Questions will be posted – usually once per module – to generate discussion amongst members of the class and to allow you to demonstrate your mastery of the topics.	6 discussion boards @ 4 points each	#1 = 1/30 #2 = 2/6 #3 = 2/20 #4 = 3/6

	You will be expected to make a substantive contribution to each discussion and respond to anyone's questions or responses to your posts. Substantive posts include all of the necessary information to answer the question(s) and novel examples that demonstrate the ability to apply the information to your experience. Your posts so not have to be lengthy but need to address the question(s). You are also expected to interact with your peers by commenting or questioning what they have written and the examples they provide for each discussion.		#5 = 4/3 #6 = 4/17
Behavior Change Plan = 25%		25 points	5/5
Exam = 10%		10 points	Final exam available from 8:00 a.m. 5/2 until 5:00 p.m. 5/3
Total = 100%		100 points	

EXPECTATIONS AND POLICIES

1. Email

All communications that require a personal response will need to be carried out via email or phone. The email you should use to contact the instructor is the instructor's WebCT email and not his or her other email addresses. The reason for this is to make sure that record keeping of correspondences can be easily tracked and that emails do not get "lost" or overlooked by going to an email address that may not be monitored as closely. The discussion board is a place for us to discuss course topics and for you to work in groups. (Your questions or concerns about the course may get overlooked in the discussion area). 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. Know-it-all,

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 emotional and behavioral disorders and oppositional deviant disorder?
2. Is withdrawal and depression a type of antisocial behavior? The book states they are different but I was not sure.
3. Why do some students who are exposed to many risk factors not develop antisocial behaviors?

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. Discussion Boards

The discussion boards will serve multiple purposes for us this semester. First, they will be a forum in which you, as a class, can build learning communities to address issues involving behavior management. Further, you will be required to contribute to discussions of issues throughout the course and respond to postings by your classmates. Posts to the discussion boards should be considered analogous to a discussion that would take place in a typical college classroom. We will utilize these frequently, as they provide students with the opportunity to engage in conversations when time allows. With this in mind, the asynchronistic nature (there will be a lag time between people's posts unlike with chats) will allow you to make thoughtful, well composed and edited comments to the boards. It is important that posts are A) posted to the correct discussion group and B) if they are a response to a particular post they are "threaded" in other words if I want to respond to Anita's post, I will not "compose a new post" but "reply" to her posts. You will see this when you begin using WebCT. This will allow a dialogue to be more easily followed.

3. 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 learning disabilities. 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. Please see the "People First Language" icon on the course homepage for more information about appropriate language related to disability.

4. Students with Disabilities

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

5. 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.

6. 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. Assignments submitted late without a written extension from the instructor will incur a 10% per day penalty.

7. 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.

8. Plagiarism

While we encourage collaboration, 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. Please refer to UGA's Academic Honesty Policy (http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)

9. 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 (professionalism and guided reading answers) while other aspects are more objective (e.g., quizzes and final). 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.