

SPED 3050 CLASSROOM BEHAVIORAL MANAGEMENT COURSE SYLLABUS

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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 intervention 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;

16. Write descriptions of procedures for facilitating skill acquisition, fluency, maintenance, and generalization.

TEXTS

Alberto, P. A., & Troutman, A. C. (2009). Applied behavior analysis for teachers (8th edition). Englewood Cliffs, NJ: Merrill/Prentice-Hall.

This text is REQUIRED

** 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	Topic	Readings, Etc.	Assignment*
1	Introduction to ABA	Applied Behavior Analysis Chapter 1; Read the "People First Language" website PowerPoint Presentation	Self-Introduction to group Activity 1
2	Preparing Educational Goals & Objectives	Applied Behavior Analysis Chapter 2; PowerPoint Presentation	Activity 2 Discussion Board 1 Initial Post and Response to Peer
3	Measurement & Data Collection Functional Behavior Assessment	Applied Behavior Analysis Chapters 3 & 6 PowerPoint Presentation	Activity 3 Discussion Board 2 Initial Post and Response to Peer
4	Consequences that Increase Behavior Differential Reinforcement	Applied Behavior Analysis Chapters 7 & 9; PowerPoint Presentation	Discussion Board 3 Initial Post and Response to Peer
5	Consequences that Decrease Behavior	Applied Behavior Analysis Chapter 8; PowerPoint Presentation	Activity 4 Discussion Board 4 Initial Post and Response to Peer
6	Data-Based Decision Making/Graphing	Applied Behavior Analysis Chapter 4; PowerPoint Presentation	Activity 5
7	Maintenance & Generalization Self-Management	Applied Behavior Analysis Chapters 10 & 11; PowerPoint	Discussion Board 5 Initial Post and Response to Peer Behavior Intervention

		Presentation (Ch 11)	Plan Final Draft

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; therefore, the notation A&T 7 means that you should read chapter 7 of the Alberto and Troutman text. Please note that most modules also require you to review a PowerPoint module, which is linked within individual modules.

Assignments: This course includes both graded and non-graded assignments. Graded assignments include 5 activities and 5 discussion boards (both which require you to apply concepts covered in weekly modules), and a cumulative activity (the **Behavior Intervention Plan**) that allows you to combine skills used in activities 1-5 to design a behavior management plan from the ground up. Non-graded assignments include participation/professional behavior. For more information on class requirements, see the "Assignments" section below.

ASSIGNMENTS

Weight	Description	Points
Participation and Professionalism	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.	10pts
Module Activities	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	5 activity assignments @20 points each= 100 pts

	behavior intervention techniques.	
Discussion Boards	A discussion assignment will be posted in 5 of the 7 modules to generate discussion amongst members of the class and to allow you to demonstrate your mastery of the topics. 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 do 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 discussion boards @ 20 points each = 100 pts
Behavior Intervention Plan	Students will demonstrate knowledge of course material and meet selected CEC/NCATE standards by developing a behavior intervention plan. Follow the directions from the assignment and submit by the due marked on the course calendar. Details are available from the course menu on the left.	100 points
Total		310 points

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

Grade Distribution:

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 = <60 (% of total possible 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 course 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 defiant 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. 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. After three days, it will be entered as a zero.

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/honesty/ahpd/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.

10. Information On Withdrawals, Incompletes, Enrollment Status, Grade Assignments, Refunds, and Absences

All students should become familiar with UGA policies which govern situations in which you may need to withdraw from a course you are enrolled in. Please read information related to withdrawals, incompletes, enrollment status, grade assignments, refunds and absences by clicking on this link:

<http://www.uga.edu/provost/polproc/aapm/gp/gp402.htm>

If you have questions about any of these topics, please email your instructor. In addition to this information, please be aware that students enrolled in a graduate course and receive an Incomplete for the final grade will have only the following semester to complete the work. If the missing work is not completed by that date grade turns into an "F".

11. Software

Microsoft Word and Microsoft Power Point (or viewers): If you have Microsoft Office you will have both MS Word and MS Power Point (Office 2003 or XP will work best for the course). If you do not have these pieces of software, you have two options: a) You may purchase a

full version or a student version (both are pricey, but the student version is considerably less expensive), or b) download a free viewer for each program from Microsoft. The viewers will allow you to view all of the material for the course, but they do not allow you to use the software to create anything.

For many of the assignments, you will need to use some kind of word processing software. MS Word will be the most compatible software with the course. If you do not have or cannot afford to purchase MS Word, it is strongly recommended that you find a way to have access to it (university or public libraries, friends, polite call to Bill Gates).

Adobe Reader: Adobe Reader allows you to view documents in the PDF format. This format will be used extensively throughout the course for saving and sending documents.

QuickTime or Real Player: Both of these programs allow you to play video and audio clips that are streamed from the UGA server. At various points throughout the course, examples or assignments will be presented in recorded video or audio clips.

Your course homepage contains links to websites where you can download all of these programs for free. Click on the "Resources" icon for help.

Software at Student Rates: if you do NOT have MS Office and want to purchase this, click on this site for Office Enterprise 2007 (Win) which contains Office Works (\$72.05):
<https://emsd.uga.edu/Catalog/Home/Display>. Use your uga myid and password to access this site.