

## Educators as Guides for Engaged Learners



Visit: <http://www.coe.unt.edu/conceptual-framework>

### **EDSP 4340.001: Classroom & Behavior Management Strategies for Exceptional Learners (3 hours)**

**Fall 2011 (Thursday, 2:00 – 4:50, Wooten Hall 110)**

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OFFICE HOURS: Tuesdays – 2:00 to 5:00 PM  
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Disability Accommodation: The Department of Education and Psychology complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. If you have a qualifying disability as defined in the Americans with Disabilities Act and would like to request accommodation, please notify me as soon as possible. Students who have documentation of a disability should present a written accommodation request from the Office of Disability Accommodation each semester. Please contact Dr. DeMarquis Hayes, who serves as the ADA liaison for the Department of Educational Psychology (940-369-8563) in case of additional questions and concerns. Please understand that the accommodations are not retroactive.

Teaching Evaluation: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. A short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

## **A. Course Description**

This three-hour course is designed to provide a comprehensive overview of concepts and issues related to effective methods of classroom and individual behavior management for students with exceptionalities. The major goal of the course is to prepare students to develop, implement, and maintain an effective classroom/behavior management system. Participants in the class will learn about effective classroom organization and how to implement research-validated behavior change interventions for special education students across the service delivery continuum. Specifically, students will become proficient in the understanding and implementation of Applied Behavior Analysis techniques for classroom use. Students will also be introduced to additional strategies and models of classroom management designed to facilitate positive academic, social, and behavioral classroom performance. Additional topics that will be discussed include ethical and professional behavior of special educators, interpersonal characteristics of effective special education teachers, designing effective classroom rules, the use of positive behavioral supports, as a way of improving student performance on academic and behavioral goals, and how to implement effective behavior intervention plans.

## **B. Course Objectives**

Upon completion of this course all students will be able to:

1. Understand and implement effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.
2. Understand, and evaluate for possible adoption, a variety of empirically-based large classroom management models.
3. Understand and apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.
4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.
5. Understand the importance of professional ethics as related to special education programming.
6. Formulate and describe in writing a comprehensive personal philosophy of discipline which includes components of major discipline models.
7. Deliver a thoroughly researched, professional presentation to peer/colleagues on a model of classroom discipline and management.

This course addresses the following **Council for Exceptional Children (CEC)** Essential

Knowledge and Skills components:

### **Common Core 5: Planning and Managing the Teaching and Learning Environment**

- K1 Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs
- K2 Research-based best practices for effective management of teaching and learning
- S1 Create a safe, positive, and supportive learning environment in which diversities are valued

### **Common Core 6: Managing Student Behavior and Social Interaction Skills**

- K1 Applicable laws, rules and regulations, & procedural safeguards regarding the planning & implementation of management of behaviors of individuals with exceptional learning needs
- K3 Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.
- S1 Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning requirements.
- S3 Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors

### **C. Required Textbooks and Materials**

1. Maag, J.W. (2004). *Behavior management: From theoretical implications to practical applications* (2<sup>nd</sup> ed.). Toronto, Canada: Thomson Wadsworth.

**Textbook website direct link:** [http://www.cengage.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20bI&product\\_isbn\\_issn=9780534608859](http://www.cengage.com/cgi-wadsworth/course_products_wp.pl?fid=M20bI&product_isbn_issn=9780534608859)

2. **This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System. All students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website:**  
<http://www.coe.unt.edu/tk20>
3. Additional articles and readings will be required to be read by all students. These readings are listed below in order of appearance within the schedule and also be available on Blackboard (BB).

- Callahan, K., Norris, F., & Bridges, D. (1999). A survey of teacher ethics and behavior in special education. *REACH Journal of Special Needs Education in Ireland*, 13(1), 47-58.
- Baer, D.M., Wolf, M.M., & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*, 1(1), 91-97.
- Iwata, B.A., Dorsey, M.F., Slifer, K.J., Bauman, K.E., & Richman, G.S. (1994). Toward a functional analysis of self injury. *Journal of Applied Behavior Analysis*, 27 (2), 197-209.
- Lo, Y., & Konrad, M. (2007). A field-tested task analysis for creating single-subject graphs using Microsoft Office Exel. *Journal of Behavior Education*, 16, 155-189.
- Odom, S.L., Brown, W.H., Frey, T., Karasu, N., Smith-Canter, L.L., & Strain, P.S. (2003). Evidence-based practices for young children with autism: Contributions for single-subject design research. *Focus on Autism and Developmental Disabilities*, 18 (3), 166-175.
- Conroy, M.A., Sutherland, K.S., Snyder, A.L., & Marsh, S. (2008). Classwide interventions: Effective instruction makes a difference. *Teaching Exceptional Children*, 40, 24-30.
- Rademacher, J., Callahan, K., & Pederson-Seelye (1998). How do your classroom rules measure up? Guidelines for developing an effective rule management routine. *Intervention in School & Clinic*, 33, 284-289.
- Simonsen, B., Sugai, G., Negrón, M. (2008). Schoolwide positive behavior supports: Primary systems and practices. *Teaching Exceptional Children*, 40, 32-40.
- Callahan, K., & Rademacher, J. (1999). Using self-management strategies to increase the on-task behavior of a student with autism. *Journal of Positive Behavior Interventions*, 1, 117-122.
- Binder, C., & Watkins, C. L. (1990). Precision teaching and direct instruction: Measurably superior instructional technology in schools. *Performance Improvement Quarterly*, 3(4), 74-96.

## **D. Activities and Expectations**

### **1. Professionalism, Attendance, and Participation**

**Professionalism.** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT's Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.

Note: please ensure that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible).

The use of personal computers is encouraged for those students who prefer this medium for note taking. However, professionalism dictates that students use their computers for class-related activities only during class time.

All assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

**Attendance, Punctuality, and Participation.** Attendance and punctuality are salient indicators of one's personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend and fully participate in each class meeting, and arrive to class on time. However, students will have two (2) "free" days to account for absences that may occur due to illness, personal matters, conferences, etc. Attendance points will be given using the following scale (**40 points**):

0-2 classes missed	=	40 points
3 classes missed	=	20 points
4 or more classes missed	=	0 points

2. **Use of Person-First Language.**

You are expected to use "Person-First" language at all times when referring to individuals with a disability (e.g., "students with autism," or "a student with behavioral problems"). Please do not use labels like "Mentally Retarded student" or "Autistic kid" or "Emotionally Handicapped class" because of the associated negative connotations.

3. **Course Website (BlackboardVista).**

Visit the course (EDSP 4340) website for updates on course content, quizzes, PowerPoint presentations, posting questions that you were unable to ask in class due to lack of time, and general communication. Understand that the course website is my method of communicating with you between classes. **Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class.**

4. **Ethics Assignment.**

All students will complete an exercise addressing the Council for Exceptional Children's Code of Ethics. This exercise will provide class members with an opportunity to become knowledgeable about specific standards for professional practice and conduct (**10 points**).

5. **Lead a Class Discussion.**

Students will work in small groups (3-4 students) to lead a class discussion. The group will prepare 4-5 questions over an assigned journal article from the required readings and lead a class discussion based on these questions (**10 points**).

6. **Quizzes and Examinations.**

**Textbook Chapter Quizzes:** In order to help ensure a complete understanding of the textbook material, for chapters 1-14 in the Maag textbook all students will be required to complete an on-line Multiple Choice “Quiz” (10 questions each) from the textbook website: After accessing the textbook website ([http://www.wadsworth.com/cgi-wadsworth/course\\_products\\_wp.pl?fid=M20b&flag=student&product\\_isbn\\_issn=9780534608859&discipline\\_number=3](http://www.wadsworth.com/cgi-wadsworth/course_products_wp.pl?fid=M20b&flag=student&product_isbn_issn=9780534608859&discipline_number=3)) go to the chapter you are working on and click on the “Tutorial Quiz” links in the menu at the left-hand side of the page. After completing the quizzes, students will be required to e-mail the results to the course instructor no later than the due dates designated on the class calendar. Although 14 chapter quizzes are assigned, the highest 13 quiz scores will count towards your overall grade (**130 points**). IMPORTANT: I recommend that you always print a copy of your completed quizzes in the possible/likely event that one or more of your e-mailed quizzes does not make it to me. Students will earn a score of zero points for quizzes that are not received by the course instructor prior to 11:59 PM on the posted due date.

All students will also complete a **Mid-Term (100 points) and Final Examination (100 points)**. The exams will consist primarily of objective and short answer questions from the textbooks, class lectures, and other class activities. Exams will be administered through Blackboard. For a list of computer labs available on campus, check <http://www.gacl.unt.edu/locations.php>.

7. **Behavioral Intervention Project.**

**Behavioral Intervention Plan (BIP) Project & Summary Paper (100 points):** All candidates conduct an abbreviated Applied Behavior Analysis intervention with a human subject (preferably, a school-aged child and ideally, a student in a public school setting), consisting of the following steps:

1. Identify a student with a problem behavior (behavioral excess or deficit). Collect some background information on student (e.g., age, gender, description of all problem behaviors, and any relevant information that would help us understand student better) and setting (location or school, teacher/student ratio, and anything else relevant for us to know). Be mindful of confidentiality.
2. Operationally define the target behavior(s) to facilitate observation and measurement of occurrence of the behavior(s).
3. Develop a data collection system to provide the best representation or measurement of the student’s rate of occurrence of both target (problem and alternate) behaviors.

4. Collect baseline data (3-5 days/sessions) on the occurrence of these target behaviors during specific and selected time periods (e.g., class periods or contexts, like transition times where PB occurs at high rates). *Please attach all original data collection sheets.*
5. Graph the data to assess the behavioral pattern. This will be the “A” or BL phase.
6. Conduct a functional assessment and write a hypothesis statement regarding the function(s) of problem behavior. [Why does the student display the target behavior(s) you observed? Is the behavior maintained by positive or negative reinforcement?] Make sure this information is included in the hypothesis.
7. Develop a positive behavior change plan. It should include (a) reinforcement-based strategies for increasing target behavior; (b) any replacement behavior you will teach the student; (c) strategies for decreasing problem behavior; and (d) strategies for changing the antecedent and consequences to trigger and maintain appropriate behavior. Write a complete behavioral objective.
8. Implement this behavior change plan for as many or more days/sessions that you have for your BL. Continue collecting and graphing data just like you did for BL (same setting) as you implement the behavior change plan (the “B” or Intervention phase on your AB design).
9. Analyze your data from both Baseline and Intervention phases by assessing change in (a) level, (b) trend, (c) variability, (d) immediacy of effect, and (e) overlap (learned in chapter 5). Also logically explain the reason for the results you got. Did student’s behavior change? Why?
10. Submit a 3-5 page written paper in which you present the following: (a) a description of your participant, (b) a complete behavioral definition (5 components), (c) a summary of your functional assessment & your functional hypothesis, (d) a summary of your intervention (including evidence-based strategies used, description of replacement behavior, complete behavioral objective, etc.), (e) the results (include all graphs), and (f) a reflection in which you consider what you did and whether it met your objective (i.e. If attempting an intervention in the future, would you proceed in the same manner?) and data analysis. Attach all data sheets, functional assessments, and graphs. Include in-text citations and reference for the article related to your intervention (see BIP Article Review). Your paper must be submitted according to APA (6<sup>th</sup> ed.) format. Your paper will be scrutinized for writing mechanics (including spelling, punctuation, and grammar), as well as adherence to APA format.

**BIP Article Review:** Identify a research-based, behaviorally-oriented journal article which relates in some specific way to your planned intervention (e.g., similar behavior, technique, data collection system) and write a brief summary of the article. The summary should be **at least 1 page and no longer than 2 pages** and should include the following components (1) the complete APA reference citation for the article, (2) a one-paragraph summary of the article, (3) the educational significance of the article for teachers, parents, and professionals, and (4) how the article relates to your behavioral intervention (**25 points**).

**BIP Presentation:** Prepare a 10 minute professional presentation summarizing the results of your functional assessment and behavior intervention to the class for a group discussion and critique of your methods and results. Prepare to show your graph and answer questions (**25 points**).

More specific information about each of the requirements will be disseminated later during the semester.

*All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. All assignments should be turned in on the date announced. Late assignments will only be accepted up to three class days after the due date (a 10% penalty will be assessed for each class day that the paper is late).*

### **Grading Procedures**

<b><u>Activity</u></b>	<b><u>Points</u></b>
Attendance, Participation, & Professionalism .....	40
Lead Class Discussion .....	10
Maag Multiple Choice Web Site “Quizzes” (10 points x 13 quizzes).....	130
Ethics Exercise.....	10
Midterm Exam .....	100
Final Exam .....	100
Behavioral Intervention Project & Summary Paper.....	100
Professional Presentation of Behavioral Intervention Project.....	25
Behavior Intervention Article Review .....	25
<b>Total Points.....</b>	<b>540</b>

Grade Assignment:      486 – 540 points = A  
                                     432 – 485 points = B  
                                     378 – 431 points = C  
                                     324 – 377 points = D  
                                     323 – below = F

## **Class Calendar**

<b>Date</b>	<b>Topics</b>	<b>Required Readings</b>	<b>Due</b>
<b>8/25</b>	1. Introduction to the course A. Complete info sheet B. Overview of the course syllabus C. Discuss access to the Ethics of Special Education article 2. Characteristics of Effective Special Education Teachers 3. Philosophy of Discipline	None	
<b>9/01</b>	1. The ethics of special education and behavior change 2. Intro to Applied Behavior Analysis	Maag Chp. 1 & 4  Callahan, Norris, & Bridges (1999)  Links on BB "Standards and Educator Preparation Websites": <a href="http://www.coe.unt.edu/conceptual-framework">http://www.coe.unt.edu/conceptual-framework</a> <a href="http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome">http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/?from=tlcHome</a>	<u><b>Ethics Exercise</b></u> Submit by SUN, 9/4 (11:59 PM)  <u><b>Quiz: Chp. 1 &amp; 4</b></u> Submit by SUN, 9/4 (11:59 pm)
<b>9/08</b>	1. Behavioral Objectives & Definitions 2. Operational Definitions	Maag Chp. 5 (pp. 93-103)  Baer, Wolf, & Risley (1968)	
<b>9/15</b>	1. Functional Assessment and Functional Analysis 2. Collecting and Graphing Data	Maag Chp. 6-7  Iwata, Dorsey, Slifer, Bauman, & Richman (1994)	<u><b>Quiz: Chp. 6 &amp; 7</b></u> Submit by SUN, 9/18 (11:59 pm)
<b>9/22</b>	1. Journal Article Research [Speaker] 2. Single-Subject Designs 3. Data Collection Systems	Maag Chp. 5 (pp. 104-121)  Lo & Konrad (2007)  Odom, Brown, Frey, Karasu, Smith-Canter, & Strain (2003)	<u><b>Quiz: Chp. 5</b></u> Submit by SUN, 9/25 (11:59 pm)
<b>9/29</b>	1. Antecedent Interventions: A. Classroom Rules B. Classwide Interventions C. Positive Behavior Supports	Maag Chp. 8  Conroy, Sutherland, Snyder, & Marsh, (2008)  Rademacher, Callahan, & Pederson-Seelye (1998)  Simonsen, Sugai, Negron, (2008)	<u><b>Quiz: Chp. 8</b></u> Submit by SUN, 10/2 (11:59 pm)
<b>10/06</b>	<p style="text-align: center;"><b>Mid-Term Exam on BB</b></p> <p style="text-align: center;">[Review: Maag Chp. 1, 4-8, Lectures, &amp; Assigned Readings]</p>		

<b>10/13</b>	1. Consequence Interventions for Increasing Target Behavior: A. Positive & Negative Reinforcement B. Shaping C. Token Economies/Level Systems	Maag Chp. 9  <i>Review: Maag Chapter 4, (pp. 73-74)</i>	<b><u>Quiz: Chp. 9</u></b> Submit by SUN, 10/16 (11:59 pm)
<b>10/20</b>	1. Consequence Interventions to Decrease Target Behavior: A. Differential Reinforcement B. Punishment	Maag Chp. 10 & 11	<b><u>Quiz: Chp. 10 &amp; 11</u></b> Submit by SUN, 10/23 (11:59 pm)
<b>10/27</b>	<b><i>Online class meeting – We will not meet on campus</i></b> 1. Self-management	Maag Chp. 12	<b><u>Quiz: Chp. 12</u></b> Submit by SUN, 10/30 (11:59 pm)
<b>11/3</b>	1. Behavior Support Plans & Behavior Intervention Plans 2. Graphing in Excel & BIP Rubric 3. Review APA 6 <sup>th</sup> Edition Format	Callahan, K., & Rademacher, J. (1999). Using self-management strategies to increase the on-task behavior of a student with autism. <i>Journal of Positive Behavior Interventions</i> , 1, 117-122	
<b>11/10</b>	1. Group Models of Classroom Discipline 2. Philosophy of Discipline	Maag Chp. 3 & 13	<b><u>BIP Article Review Due</u></b> Submit by TH, 11/10 (11:59PM)  <b><u>Quiz: Chp. 3 &amp; 13</u></b> Submit by SUN, 11/13 (11:59 pm)
<b>11/17</b> ASHA	<b><i>Online class meeting – We will not meet on campus</i></b> 1. Generalization 2. Precision Teaching 3. Antecedent Control	Maag Chp. 2 & 14  Binder, C., & Watkins, C. L. (1990). Precision teaching and direct instruction: Measurably superior instructional technology in schools. <i>Performance Improvement Quarterly</i> , 3(4), 74-96.	<b><u>Quiz: Chp. 2 &amp; 14</u></b> Submit by SUN, 11/20 (11:59 pm)
<b>11/24</b>	<b>Thanksgiving break (no classes)</b>		
<b>12/01</b>	1. Class Presentations of Behavior Intervention Projects		<b><u>1.BIP</u></b> Submit via TKO by TH, 12/01 (11:59 pm)
<b>12/08</b>	1. Class Presentations of Behavior Intervention Projects  <b>(Online Review for Final Exam)</b>		
<b>TBA</b>	<b>Final Exam on BB</b>  [Review: Maag Chp. 2-3 & 9-14, Lectures, & Required Readings]		