

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)

Spring 2012 (Thursday, 2:00 – 4:50, Wooten Hall 321)

PROFESSOR: Miriam C. Boesch, Ph.D., Assistant Professor in Special Education
OFFICE: Matthews Hall, Room 322-A
PHONE: (940) 565-2293
E-MAIL: Miriam.Boesch@unt.edu (prefer e-mail on Blackboard)
OFFICE HOURS: Tuesdays – 1:00 to 3:00 PM
Thursdays – 10:00 AM to 1:00 PM (and by appointment)

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* (2nd ed.). Toronto, Canada: Thomson Wadsworth.
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 will be available on Blackboard Learn (BB Learn).

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 one (1) "free" day to account for absences that may occur due to illness, personal matters, conferences, etc. Each class session is worth four (4) attendance points (*except Apr. 12 – online class is worth 2 pts.*). Attendance will be taken at the beginning and end of each class. If you sign in and out, you will receive 4 points. However, if you only sign in once and leave class early, you will receive 2 points (same if you arrive more than 10 minutes late). (**50 points**)

***Please be courteous to the instructor and peers...any cell phone use (e.g., texting, internet use, game playing, etc.), excessive talking without permission, and other disruptive behavior will *result in a loss of attendance points for that day.*

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 (Blackboard Learn).**

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 Maag textbook material, all students will be required to complete weekly quizzes (10 questions each) on Blackboard Learn (<http://learn.unt.edu>). Although 12 chapter quizzes are assigned, the highest 11 quiz scores will count towards your overall grade (**110 points**). Students will earn a score of zero points for quizzes that are not completed by Sunday at 11:59 PM on the posted due date. No make-up quizzes will be allowed for anyone who misses a quiz for any circumstance because the lowest quiz grade will be automatically dropped.

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. Make-up exams will NOT be given. If you miss an exam due to unexpected circumstances (i.e., car accident the day of the exam, death in the family within a day or two of the exam, etc.), notify the instructor ASAP so that an alternative exam be given (essay type format) upon instructor approval with appropriate documentation. All exams will be administered through Blackboard Learn except make-up exams. 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 (6th 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

<u>Activity</u>	<u>Points</u>
Attendance, Participation, & Professionalism	50
Lead Class Discussion	10
Maag Multiple Choice Web Site “Quizzes” (10 points x 11 quizzes).....	110
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
Total Points.....	530

Grade Assignment: 477 – 530 points = A
 424 – 476 points = B
 371 – 423 points = C
 318 – 370 points = D
 317 – below = F

Class Calendar

***Additional Readings will be posted on BB Learn each week.**

Date	Topics	Required Readings	Due Sun. 11:59 pm unless otherwise noted
1/19	- Introduction to the course - Characteristics of Effective Special Education Teachers - Philosophy of Discipline	None	
1/26	- Intro to Behavior Management; - Impediments to Managing Behavior	Maag Ch. 1 & 2*	Ethics Exercise Quiz 1 & 2
2/02	- Basic Principles of Behavior	Maag Ch. 4*	Quiz 3
2/09	- Counting and Recording Behavior;	Maag Ch. 5*	Quiz 4
2/16	- Graphing Behavior	Maag Ch. 6*	Quiz 5
2/23	- Functional Assessment of Behavior Problems	Maag Ch. 7*	Quiz 6
3/01	Mid-Term Exam on BB [Review: Maag Chapters, Lectures, & Assigned Readings]		
3/08	- Reinforcement Techniques for Increasing Behavior	Maag Ch. 9*	Quiz 7
3/15	- Differential Reinforcement for Decreasing Behavior - Punishment	Maag Ch. 10 & 11*	Quiz 8 & 9
3/22	<i>Spring Break</i>	None	None
3/29	- Behavior Intervention Plans - Review APA 6 th Edition Format		
4/05	- Teaching Self-Management	Maag Ch. 12*	Quiz 10
4/12 CEC	- Cognitive-Behavior Modification [No class on campus...lecture will be posted on BB Learn.]	Maag Ch. 13*	BIP Article Review Due Submit by TH, 4/12 (11:59PM) Quiz 11
4/19	- Generalization	Maag Ch. 14*	Quiz 12
4/26	1. Class Presentations of Behavior Intervention		1. <u>BIP</u>

	Projects		Submit via TK20 by TH, 4/26 (11:59 pm)
5/03	1. Class Presentations of Behavior Intervention Projects (Online Review for Final Exam)		
TBA	<p style="text-align: center;">Final Exam on BB Learn [Review: Maag Chapters, Lectures, & Required Readings]</p>		