

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling and Special Education

SPED 6003
CLASSROOM MANAGEMENT AND APPLIED BEHAVIOR ANALYSIS
3-0-3 Semester Hours

Professor: Kathleen Hogan, Ph.D.

Office: University Hall Rm. 322

Office Hours: M 2-4; TR 1-4; W 11-1; Other times by appointment

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Class Time: Tuesday 5:00 – 7:45 PM

Room Number: University Hall 381

Course Description: This course is designed to study and develop skills in working with the behavior management process as it applies to exceptional learners. The principles and concepts of management within the context of special education settings for students with mild to severe problems is stressed. Students will complete an authentic behavior changes process in a special education setting. 20 hours of field experience is required.

Textbooks - Required Readings:

Alberto, P. A., & Troutman, A. C. (2008). *Applied behavior analysis for teachers* (8th ed). New Jersey: Pearson.

American Psychological Association (2009). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Other readings as assigned.

LiveText:

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

Course Objectives:

Upon successful completion of SPED 6003, students will demonstrate a common core of knowledge and skills essential for special educators in the area of classroom management by gaining the following competencies.

- Describe and explain legal and ethical issues relevant to the behavior management process and develop a personal philosophy of behavior management. **NCATE/PSC: 1; INTASC: 1; CEC: CC1K2, CC1K4, CC1K6, BD1K4, BD1K6**
- Demonstrate the ability to observe and assess the function of problem behaviors. **NCATE/PSC: 1, 2, 3, 4; INTASC: 2, 5; CEC: CC2K3, CC2K5, CC3K5, CC5K3, BD5K2**
- Examine and describe various classroom management techniques that increase and decrease target behaviors, included applied behavior analysis, psychodynamic, and ecological approaches. **NCATE/PSC: 1, 2, 3; INTASC – 1, 2, 4, 5, 8; CEC: BD1K5, BD2K1, BD4S1, BD4S2**
- Plan a classroom environment that enhances the academic and social functioning of diverse students with disabilities. **NCATE/PSC: 1, 3, 4; INTASC: 1, 2, 3, 5, 7; CEC: CC3K2, CC3K5, CC4S3, BD4K1, BD4S1**
- Demonstrate the ability to use computer-based programs for data collection and for graphing baseline and intervention phases of a behavior management project. **NCATE/PSC: 1, 2, 3; INTASC: 6; CEC: CC7K4, CC8S3**
- Describe various approaches for maintenance and generalization of positive behaviors across settings. **NCATE/PSC: 1, 2, 3; INTASC: 9, 10; CEC: CC4S1, CC4S4, CC5K5, BD4K4, BD5S5**
- Describe diverse cultural influences and the effect of variations in beliefs, traditions, and values across cultures upon understanding and managing behavior. **NCATE/PSC: 1, 2, 3, 4; INTASC: 2, 5; CEC: CC2K3, CC2K5, CC3K5, CC5K3, BD5K2**
- Describe strategies for home/school collaboration and community involvement in positive behavior changes. **NCATE/PSC: 1, 3, 4; INTASC: 9, 10; CEC: CC10K1, CC10K2, CC10K3, CC10K4, BD10K1, BD10K2, BD10K3, BD10K4**
- Demonstrate proficiency in basic database research techniques and oral and written communication by accessing and synthesizing information from current professional journal articles, relating it to an original project, and presenting the results in written and oral formats. **NCATE/PSC: 1, 2, 4; INTASC: 4, 6, 9; CEC: CC8S3, CC9S7, CC9S8, CC9S9, CC9S10, CC9S11**

College of Education Conceptual Framework:

The preparation of teachers and other school personnel is critical to all other professions, and to communities, the state, and the nation. The professional educator plays an essential role in student learning. The Conceptual Framework of the professional education unit at Augusta

State University consists of a mission and vision with an overarching theme to produce **prepared, able, and responsive** professionals to teach and support diverse learners.

This mission and vision requires a partnership between the professional education unit including the College of Education, the College of Arts and Sciences, the local community educational system, community agencies, and the Professional Development School Network.

Conceptual Framework: Mission

Our mission is to educate prospective school professionals to be knowledgeable, effective, and ethical practitioners.

Conceptual Framework: Vision

Our vision is to prepare school professionals who transform P-12 learners into thinking, productive citizens.

Standard: PREPARED

Disposition: To think critically about the process of teaching, learning and assessment.

Candidates who are prepared will:

- P1 - Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.
- P2 - Use self assessment and analysis as a basis for collaboration with colleagues, continuing professional development and lifelong learning.
- P3- Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or professional field of study and create learning experiences that enable all students to learn.
- P4- Demonstrate an understanding about how students learn and develop (intellectually, socially, and individually) and provide developmentally appropriate curricula, learning opportunities and support.
- P5- Demonstrate knowledge about how to use information and technology effectively to foster active inquiry, collaboration, and supportive interaction in educational settings.

Standard: ABLE

Dispositions: To be creative, challenging, and flexible in teaching/professional practices.

Candidates who are able will:

- A1 - Understand, use, and support a variety of instructional strategies to encourage critical and creative thinking, problem solving, and achievement.
- A2- Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.
- A3- Plan, guide, and support instruction using knowledge of subject matter, the learners, the community, and curriculum goals.

A4- Understand and use authentic assessment to evaluate and ensure the continuous development of the learner.

A5- Organize, allocate, and manage resources to support learning.

Standard: RESPONSIVE

Disposition: To act in a manner that is empathetic, responsive, enthusiastic, inclusive, and reflective in relations with students, parents, peers, and others.

Candidates who are responsive will:

R1- Respect the dignity of all persons believing that all children can learn and have the right to an opportunity to do so.

R2- Translate knowledge into creating and supporting meaningful experiences for diverse learners.

R3- Accept responsibility for teaching and working in authentic settings with diverse populations of learners.

R4- Demonstrate a commitment to meet the educational needs of learners in a fair, caring, nondiscriminatory, and equitable manner.

R5- Reflect on practice and continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community).

R6- Foster professional relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

Program-Specific Standards Addressed in This Course:

Students in SPED 6003 will learn and practice a variety of individual and classroom-based approaches which may be used in the behavioral management of exceptional learners. Particular attention will be given to techniques of Applied Behavior Analysis as they are applied to educational settings. Additional strategies and models designed to facilitate positive behavioral, social, and emotional growth will be discussed.

Methods of Instruction:

SPED 6003 presents critical information to graduate students about designing and maintaining effective learning environments. This course requires reading from a broad range of resources, demonstrating knowledge through objective tests, and applying concepts in authentic settings. Additionally, class discussion, group work, and individual projects will comprise the participation component of your grade.

Course Schedule:

Dr. Hogan may change assignment due dates or other planned activities described in this syllabus at any time in order to meet the needs of students in SPED 6003.

Week 1 (8/17/10): Course OverviewReadings:

None

Discussion Topics:

Overview of course requirements/syllabus

Class Activities:

Assign PBIS website review (Due: 8/24/10)

Assign APA module activity (Due: 8/31/10)

Week 2 (8/24/10): Overview of PBISReadings:

Outside Readings (Posted on web)

Class Activities:

Turn in PBIS website review

Assign APA Journal Abstract Project (Due 09/07/10)

Week 3 (8/31/10): Classroom ManagementReadings:

Outside Readings (Posted on Web)

Class Activities:

Turn in APA module activity (Print certificate and turn in during class)

Assign Philosophy of Discipline Paper (Due 9/21/10)

Week 4 (9/7/10): Classroom ManagementReadings:

Outside Readings (Posted on Web)

Class Activities:

In-class group classroom management/discipline project

APA Journal Abstract Project Due

Week 5 (9/14/10): Roots of Applied Behavior AnalysisReadings:

Chapter 1

Class Activities:

Turn in Chapter 1 study guide

Week 6 (9/21/10): Preparing Behavioral ObjectivesReadings:

Chapter 2

Class Activities:

Turn in Chapter 2 study guide

Philosophy of Discipline Paper Due

Week 7 (9/28/10): Collecting and Graphing DataReadings:

Chapters 3 & 4

Class Activities:

Turn in Chapters 3 & 4 study guides

Week 8 (10/5/10): Single-Subject DesignReadings:

Chapter 5

Class Activities:

Turn in Chapter 5 study guide

Week 9 (10/12/10): Midterm Exam (Classroom management and Chapters 1-4)Class Activities:

Assign Behavior Intervention Project (Due 11/30/10)

Midterm

Week 10 (10/19/10): Single-Subject Design/Developing a Hypothesis for ChangeReadings:

Finish Chapter 5 (if needed)

Chapter 6

Class Activities:

Turn in Chapter 6 study guides

Week 11(10/26/10): Arranging Consequences that Increase and Decrease BehaviorReadings:

Chapters 7 & 8

Class Activities:

Turn in Chapters 7 & 8 study guides

Assign IRIS Module Project (Due 11/30/10)

Week 12 (11/2/10): NO CLASS (Dr. Hogan is in St. Louis at TED Conference)

Lab Day: Use this class to work on IRIS Module Project

Week 13 (11/9/10): Differential ReinforcementReadings:

Chapter 9

Class Activities:

Turn in Chapter 9 study guide

Week 14 (11/16/10): Providing for Generalization of BehaviorReadings:

Chapters 10 & 11

Class Activities:

Turn in Chapter 10 study guide

Week 15 (11/23/10) No Class

Lab Day: Use this to finish IRIS Module Activities and Behavior Intervention Project

Week 16 (11/30/10): ConclusionReadings:

Chapters 12 & 13

Week 17 (11/30/10):Class Activities:

Turn in/Present Behavior Intervention Project

Turn in/Present IRIS Module Activities

Week 16 (12/7/10): Final Exam**Performance Assessment(s):****Field Experience**

This course requires 30 hours of direct contact with students with disabilities.

Grade Scale

100 – 90 = A

89 – 80 = B

79-70 = C

A grade of Incomplete for the course will only be given under documented extraordinary circumstances or events, not due to a student's own negligence that prevent completion of specific assignments. Students should read syllabus information frequently and plan their schedules carefully. Students are expected to responsibly plan, organize, and work to meet the requirements of this class effectively and efficiently.

Assignment Details

Assignment	Due Date	Points Possible
Attendance & Participation	Varies	10
APA Module & Journal Abstract Project	08/31/10 & 09/07/10	10
Philosophy of Discipline Paper	09/21/10	10
Midterm	10/12/10	15
IRIS Module Activity	11/30/10	20
BIP Intervention Project	11/30/10	20
Final Exam	12/07/10	15

Attendance and Participation:

Students are expected to come to class prepared to participate. Both attendance and participation will be recorded for each class. The following assignments, as well as group discussions, will count towards your attendance and participation grades.

Chapter Study Guides: The student will be responsible for answering the online chapter review questions and turning these in at the beginning of each class period.

PBIS Website Review: Students will be responsible for preparing a 1 page website review of the www.pbis.org website.

Classroom Management Discipline/Presentation: Students will be responsible for creating an in-class project over Classroom Management/Discipline. Further information will be provided in class. Completing and presenting this in-class project will count towards your attendance and participation grade.

APA Module Activity & Journal Abstract Project:

Students will be expected to complete an online module which will cover the mechanics of writing and APA (6th ed.). The module can be found at <http://courses.unt.edu/bullock/APA/Module.html>. After completing the module, students will print out their completion certificate and turn in to their instructor.

Additionally, students will be required to complete five (5) abstracts over classroom management and PBIS. More information and the abstract form will be provided in class.

Philosophy of Discipline Paper: All students will submit a 2-3 page, written description of their comprehensive personal philosophies of discipline. One's personal approach will hopefully include components of at least one of the major discipline models. More information will be provided in class.

IRIS Module Activity:

Students will be expected to work through the IRIS module titled *Behavior and Classroom Management* found at <http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm>. Further information will be provided in class.

Behavior Intervention Project:

Students will be expected to complete a behavioral intervention project. The purpose of this project is to provide students with the opportunity to learn the strategies necessary for observing and managing behavioral issues in students with special needs. Further information on this project and a grading rubric will be provided in class.

Other Important Information:

Attendance, Punctuality, and Participation:

Regular and punctual attendance is required for all seminars and individual meetings. If absences are unavoidable, the student is responsible for getting all class notes and hand-out from a class member. Absences from class are not accepted as excuses for late assignments.

Late Work Policy:

Assignments are due on the scheduled date. Any exceptions to this policy will be made by prior arrangement and acceptance is at the discretion of the professor.

Written Assignments

All written assignments should adhere to 6th Ed APA, unless otherwise specified. Assignments should be typed, double spaced, with 12-point, Times New Roman, and 1" margins.

Academic Honesty:

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2010–11 *Augusta State University Catalog*.

In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge.
(p.43)

Pipeline Account:

Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus

as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling and Special Education

Website:

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical> A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Writing Center:

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor. An additional resource for APA assistance is <http://owl.english.purdue.edu/owl/resource/560/01/> .

Students with Disabilities:

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety:

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

Cell Phones:

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Bibliography:

- Alberto, P. A., & Troutman, A. C. (2008). *Applied behavior analysis for teachers* (8th ed.). New Jersey: Pearson.
- American Psychological Association (2009). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.
- Bullock, L. M., & Gable, R. A. (Eds.) (2000). *Positive academic and behavioral supports: Creating safe, effective, and nurturing schools for all students: Highlights from the forum on positive academic and behavioral supports*. Arlington, VA: Council for Exceptional Children: Council for Children with Behavioral Disorders.
- Bullock, L. M., & Gable, R. A. (Eds.) (2002). *School-wide proactive approaches to working with students with challenging behaviors: Highlights from the forum on school-wide proactive approaches to working with students with challenging behaviors*. Arlington, VA: Council for Exceptional Children: Council for Children with Behavioral Disorders.
- Council for Exceptional Children (2010). *Positive behavior interventions and supports: A collection of articles from Teaching Exceptional Children*. Arlington, VA: Author.
- Charles, C. M. (2008). *Building classroom discipline* (9th ed.). New York: Longman.
- Cipani, E. (2008). *Classroom management for all teachers: Plans for evidence-based practices*. New Jersey: Pearson.
- Crone, D. A., & Horner, R. H. (2003). *Building positive behavior support systems in schools: Functional behavioral assessment*. New York: Guilford Press.
- Koegel, L. K., Koegel, R. L., & Dunlap, G. (1996). *Positive behavior support: Including people with difficult behavior in the community*. Baltimore, MD: Brookes Publishing.
- Miller, L. K. (1997). *Principles of everyday behavior analysis* (3rd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.
- National Dissemination Center for Children with Disabilities (n.d.). Retrieved from <http://www.nichcy.org>.
- Positive Behavior Interventions and Support (2010). Retrieved from <http://pbis.org/>.
- Rockwell, S. (2006). *Tough to reach, tough to teach: Students with behavior problems*. Arlington, VA: Council for Exceptional Children.