

Friday, August 14, 2009

AUGUSTA STATE UNIVERSITY
College of Education
Department of Educational Leadership, Counseling, and Special
Education
SPECIAL EDUCATION PROGRAM
Fall 2009

SPED 6003
Classroom Management and Applied Behavior Analysis
3 Semester Hours

Professor: Carolyn E. Stephens, MSW, Ph.D.
Pipeline E-mail: csteph10@aug.edu
Office: 307 University Hall
Office Phone: 706-729-2397
Office Hours: Monday, Tuesday, Wednesday 2:00 — 5:00 p.m. and by office or on-line appointment

Class Meets: Tuesday 5:00-7:45 p.m.
Room Number: 381 UH

Course Description

Candidates in SPED 6003 will learn skills necessary for creating effective and efficient learning environments for all students. MAT and M.Ed. candidates will demonstrate understanding of principles and concepts that enable them to design proactive classrooms and to respond in ways to reduce problem behaviors of students in general and special education classrooms. Candidates will assess functions of problem behaviors and identify appropriate research-based strategies in authentic settings. MAT candidates will demonstrate entry levels of understanding and skills in evaluating single subject designed studies. M.Ed. candidates will demonstrate thorough understanding of intervention strategies and single subject research in preparation for their applied project in SPED 6205. All candidates will document at least 30 hours of field experience in which they apply skills learned in SPED 6003.

Textbook/Required Reading

Chandler, L. K., & Dahlquist, C. M. (2010). *Functional assessment: Strategies to prevent and remediate challenging behaviors in school settings*. (3rd ed.). Upper Saddle River, NJ: Merrill. (Readings on WebCT)

Cooper, J. O., Heron, T. E., & Heward, W. L. (2007). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall.

Jones, V. & Jones, L. (2007). *Comprehensive classroom management: Creating Communities of support and solving problems*. (8th ed.). Boston: Pearson Education. (Readings on WebCT)

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

LiveText Requirement

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:

1. 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, 9; CEC- CC1K2, 1K4, 1K6, BD1K4, 1K6; BoR-IIB (3), IIIA]
2. Demonstrate the ability to observe and assess the function of problem behaviors . [NCATE/PSC-1, 2, 3, 4; INTASC-2, 5; CEC- CC2K3, 2K5, 3K5, 5K3, BD 5K2; BoR-IIB (3), IIIA]
3. Examine and describe various classroom management techniques that increase and decrease target behaviors, including applied behavior analysis, psychodynamic, and ecological approaches. [NCATE/PSC-1, 2, 3; INTASC-1, 2, 4, 5, 8; CEC-BD 1K5, 2K1, 4S1, 4S2; BoR-IA, IIB 1)]
4. 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, 3K5, 4S3, BD4K1, 4S1; BoR- IA, ID, IIB (1, 3)]
5. 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; BoR- IIB (6)]
6. Describe various approaches for maintenance and generalization of positive behaviors across settings. [NCATE/PSC-1, 2, 3; INTASC-1, 4; CEC- CC4S1, 4S4, 5K5, BD4K4, 5S5; BoR- IA]
7. 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, 2K5, 3K5, 5K3, BD 5K2; BoR-IIB (3), IIIA]
8. Describe strategies for home/school collaboration and community involvement in positive behavior changes. [NCATE/PSC-1,3, 4; INTASC-9, 10; CEC-CC10K1-4, BD10K1-4; BoR-IA, IIA(6)]
9. 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, 3, 4; INTASC-4, 6, 9; CEC- CC8S3, 9S7-11; BoR- IIB (2)]

College of Education Conceptual Framework

Understanding for Teaching, Teaching for Understanding

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

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Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P2: Use self assessment and analysis to form the basis for collaboration with colleagues and the development of a desire to be a lifelong learner.

P3: Participate in graduate study to extend and refine the knowledge base of educators to build expertise.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

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 based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners.

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

Program Specific Standards Addressed in This Course

Students in SPED 6003 will learn and practice a process for interpreting the function of maladaptive student behavior, planning interventions to change student behaviors, and implementing those interventions effectively. Students will apply concepts and processes learned by completing an ABC recording for a functional behavior assessment (FBA), identifying evidence-based applied behavior techniques for efficient and effective interventions, planning comprehensive classroom environments, and demonstrating understanding of the importance of experimental control when planning and evaluating effects of interventions for individuals who receive special education services. Students will learn to design classrooms that promote attention, academic learning, and social development for diverse populations of students.

Method of Instruction

SPED 6003 presents critical information to graduate candidates about designing and maintaining effective learning environments. The course uses a classic text and primary sources of information describing strategies about applied behavior analysis. Cooper et al. (2007) provides information about applied behavior analysis techniques that support classroom instruction and behavior management. Readings from Jones and Jones (2007) provide the conceptual framework for establishing comprehensive classroom environments in which students can be productive and successful learners. Candidates are expected to learn and demonstrate knowledge through objective measures and original written work. Class discussion focuses on understanding and applying concepts that are taught with emphasis on practical problem solving. Class members are encouraged to describe experiences in which students with repetitive problem behaviors interfered with class instruction as models for application of

classroom management concepts.

Graduate level writing is necessary in order for work to be adequately understood and evaluated. Written assignments will be graded on content, organization, and when applicable, style according to APA Publication Manual (5th ed.) guidelines. Grammatical, spelling, and style errors will be penalized. If a student is instructed by Dr. Stephens to visit the Writing Center for editing help before submitting assignments, written documentation of compliance with this requirement must accompany the paper when submitted for a grade.

Candidates are required to spend at least 25 hours in direct contact with students with disabilities. If not completed previously, candidates **must** complete the form requesting a criminal background check (see Page 13) and return it to Julie Gray (COE) immediately. No one may begin a placement until he/she is notified that a background check has cleared. Everyone must be either employed fulltime in a classroom or complete the lab placement form (Page 13) and return it to Dr. Pollingue (apolling@aug.edu) before the end of the first week of classes.

Course Schedule

	Topics	Assignments
Class 1 August 18	Introduce SPED 6003: Classroom Management and Applied Behavior Analysis (research-based intervention) Conceptualize management as building routines, consistency in responses to students, community generated rules, fairness, and academic and social success. Professional Ethics (CEC & ABA) Demonstrate accessing Pipeline, Web CT, Livetext, Galileo APA style table composition Peer reviewed article table summary assigned	Search a database for one peer reviewed, primary source research article and complete a summary table (APA style, due 5:00, p.m. August 25) Access Pipeline, Web CT, and LiveText (see IT help desk if needed) Read about building proactive classrooms in Jones & Jones (2007) chapters posted on WebCT & complete on-line quizzes for each chapter by October 6
Class 2 August 25	Applied behavior analysis principles and vocabulary (objective data collection, responding to functions of behaviors, positive, proactive interventions, and positive reinforcement rather than punishment) Process for conducting ABC recordings for functional behavior assessments (assess functions of task avoidance and/or gain in attention or control)	Read Cooper et al. Chapters 1 & 2 Web CT quiz (due 5:00 p.m. August 25) Bring peer reviewed, primary source research article and table summary of article to class (due August 25)

<p>Class 3 September 1</p>	<p>Selecting, Defining , and Measuring Behaviors</p> <p>Designing line graphs in Excel for single subject research designs (MS Excel 2007)</p> <p>Review ABC observation papers</p>	<p>Read Cooper et al. Chapter 3 & 4 Web CT quiz (due 5:00 p.m. September 1)</p> <p>ABC observation recording due for one student (due September 1)</p>
<p>Holiday September 8</p>	<p>No class</p>	
<p>Class 4 September 15</p>	<p>Collecting and Interpreting Data</p> <p>Baseline Logic in Single Subject Designs</p>	<p>Read Cooper et al. Chapter 5 Read Alberto & Troutman Chapter 4 on Web CT Web CT quiz (due 5:00 p.m. September 15)</p> <p>Line graph with hypothetical data due September 15</p>
<p>Class 5 September 22</p>	<p>Single Subject Designs</p> <p>Evaluating Single Subject Research</p> <p>Topics for literature review writing narrative, table, and reference sections (p. 9)</p>	<p>Read Alberto & Troutman Chapter 5 on Web CT Read Cooper et al. Chapter 10 Web CT quiz (due 5:00 p.m. September 22)</p>
<p>Class 6 September 29</p>	<p>Positive Reinforcement</p> <p>Success as reinforcement: acquisition, fluency, maintenance, and generalization</p> <p>Negative Reinforcement</p>	<p>Read Cooper et al. Chapters 11 & 12 Web CT quiz (due 5:00 p.m. September 29)</p>
<p>Class 7 October 6</p>	<p>Schedules of Reinforcement for Levels of Learning (acquisition (CRF), fluency (reinforce rate), maintenance (IRF), and generalization (natural reinforcement)</p>	<p>Read Cooper et al. Chapter 13 Web CT Quiz (due 5:00 p.m. October 6)</p> <p>Literature review table and articles due October 6.</p>
<p>Class 8 October 13</p>	<p>Planning Effective Classrooms Plan for learning--Ecology map, classroom routines, and consistency (Proactive classroom design)</p>	<p>Jones & Jones (2007) quizzes must be completed by October 6.</p> <p>Midterm exam (MAT credit, M.Ed. review) on October 13.</p>
<p>Class 9 October 20</p>	<p>Punishment— Presentation or Removal of Stimuli</p>	<p>Read Cooper et al. Chapter 14 & 15 Web CT quiz (due 5:00 p.m. October 20) Read article on WebCT by October 20</p>

<p>Class 10 October 27</p>	<p>Motivating Operations Stimulus Control Discrimination Learning</p>	<p>Read Cooper et al. Chapter 16 & 17 WEB CT quiz (due 5:00 p.m. October 27) Literature review narrative body & corrections from previous assignment. October 27</p>
<p>Class 11 November 3</p>	<p>Teaching New Behaviors: Imitation, Shaping, and Chaining</p>	<p>Read Cooper et al. Chapter 18, 19, 20 WEB CT quiz (due 5:00 p.m. November 3)</p>
<p>Class 12 November 10</p>	<p>Individualized Functional Behavior Assessment Contingency Contracting, Token Economy, and Group Contingencies Self-management</p>	<p>Read Cooper et al. Chapter 24 , 26, & 28 Web CT quiz (due 5:00 p.m. November 10) Read Chandler & Dahlquist, pp 117-135 on Web CT. (due 5:00 p.m. November 10) Literature Review introduction and conclusion & corrections from previous assignments. November 10</p>
<p>Class 13 November 17</p>	<p>Decreasing Behaviors Extinction Differential Reinforcement Antecedent Strategies Generalization and Maintenance of Behavior Change</p>	<p>Read Cooper et al. Chapter 21, 22, 23, & 27 Web CT quiz (due 5:00 p.m. November 17) Planning behavior intervention behavioral objectives November 17</p>
<p>Class 14 November 24 Class 15 December 1</p>	<p>Review for Exam Exam</p>	<p>Study for exam daily M.Ed. all content throughout course MAT Focus on material after midterm exam</p>

Dr. Stephens may change assignment due dates or other planned activities described in this syllabus if necessary to meet the academic needs of students in SPED 6003.

Performance Assessment

Evaluation for	Final Grade	Date Received	M.Ed. Points Possible	MAT Points Possible

Class attendance and active participation				10	10
August 18	September 22	October 20	November 17		
August 25	September 29	October 27	November 24		
September 1	October 6	November 3	December 1		
September 15	October 13	November 10	December 8		
September 1 ABC observation recording				10	10
September 15 Excel line graph				10	10
Scheduled in syllabus On-line and classroom quizzes				10	10
October 6 Literature review table and copies of peer reviewed articles				10	10
October 13 Midterm exam				0	10
October 27 Literature review narrative body and corrections from previous				10	10
November 10 Literature review introduction, discussion, and references and corrections from previous				10	10
November 17 Behavior intervention planning for natural consequent reinforcement. Steps using ABC observation to assess, plan, and measure effects of intervention.				20 (1 content 1 process)	10 (1 content)
December 8 Exam				10	10

Other Important Information
Attendance, Punctuality, and Participation

Regular and punctual attendance is required for all classes. Class attendance is important for successful completion of course requirements. If absences are unavoidable, the candidate is responsible for getting all class notes and handouts from another class member. PowerPoint slides will be posted on WebCT. Candidates should check WEB CT and Pipeline for additional information regularly. Due dates for assignments remain in effect even if the student is unable to attend a class. In-class assignments **may not** be completed after a class ends. Dr. Stephens will not be flexible if someone fails to complete an assignment when it is due.

Submission of assignments (on-line or in person) are due by 5:00 p.m. on due dates. Candidates are expected to read assigned material and come prepared to raise and respond to questions about each assigned topic. The quality of participation in discussions and activities will be assessed subjectively throughout the semester. Attendance will be taken. Candidates should keep all copies of written work, e-mails, and written comments provided as feedback from Dr. Stephens.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *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)

Copying more than 3 words in the same order from another source is plagiarism unless you quote and reference the source. Avoid quoting others in papers less than 20 pages long. The candidate's knowledge and conclusions about topics in original words are of interest, not those of other writers.

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.

Dr. Stephens will check e-mail and telephone messages Tuesday through Friday mornings **most** weeks during the semester. In general, communication through e-mail is preferred. Occasionally there will be a delay in communication through the Internet. If you need an immediate response, call the office until you reach Dr. Stephens directly.

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/>. Dr. Stephens will demonstrate how to access our class homepage on WebCt in the first class. If you need further help please contact the IT

helpdesk.

Writing Center and Written Assignment Requirements

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.

The professor will give written directions and forms for each assignment when introduced in class. Unless otherwise indicated, final assignments should be typed, double spaced, with 12-point font, Times New Roman, and 1" margins using APA guidelines. References to journal articles, books, and websites should be cited in APA format within the body of the paper. Professional writing in special education includes person-first language and other appropriate nonbiased terms. Each typed assignment should have a running header with the student's name, course number, assignment title, and page number on each page.

The professor will make every effort to grade, comment, and return assignments to students within a week of the due date. Please remember that recognizing when help is needed and seeking help in a timely manner is a measure of maturity. Dr. Stephens will work with students who find that they need extra help in understanding information or completing assignments. To make best use of limited time available, students should schedule office visits and write questions or topics of concern to bring to the meeting.

Students completing graduate work in education must demonstrate their abilities to meet responsibilities. Because ASU students tend to have multiple commitments outside of school, students should plan to complete assignments the week before they are due in order to make sure they are able to receive credit for their efforts. Emergencies and unexpected events can occur. Please note that written assignments must be submitted on time or not at all.

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. (2009). *Applied behavior analysis for teachers*. (8th ed.). Upper Saddle River, NJ: Pearson Education.

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Odom, S. L., Brantlinger, E., Gersten, R., Horner, R. D., Thompson, B., & Harris, K. R. (2005).
Research in special education: Scientific methods and evidence-based practices.
Exceptional Children, 71 (2), 137-148.

Intervention strategies and designs for SPED 6003 to prepare for process required for Capstone projects in SPED 6205
Spring 2009

These topics may be the subjects of your literature reviews for SPED 6003. They are suggested as appropriate types of research to measure effects of specific intervention strategies. These words may be in-put to Galileo data bases to find peer-reviewed research articles for your literature review assignment.

Research topics might focus on discrete trial strategies, natural language paradigm, incidental teaching, errorless learning strategies, routines to teach students how to learn or organize information, social skills, and increased verbal or non-verbal language performance.

Research planning should include what you have learned about establishing stimulus control, prompting levels, modeling, shaping, and principles of reinforcement.

Dimensions to measure:

Latency	Duration	Total number correct
Rate	Percentage	

AB Design studies (MAT)

MPD / MBD Single Subject Research (M.Ed.)

Appropriate to evaluate effects of a single intervention on at least 2 functionally independent but related dependent variables.

Intervention strategies:

- Self-monitoring for academic or social behaviors
- Task analysis of steps for a learning process
- Attention to instruction
- On-task behavior
- Constant time delay or other errorless learning strategies
- Specific positive praise for attention or performance
- Specific teaching program/process
- Contingency contracting

ATD Single Subject Research (M.Ed.)

Appropriate to compare 2 or more effective interventions on one dependent variable

Intervention strategies to compare:

- Signing vs. PECS
- Specific verbal praise vs. corrective feedback
- Positive for attempts vs. positive praise for corrects
- Duration of reading preferred text vs. duration of reading assigned texts for grades

Changing Criteria (at least 20 trials) Single Subject Research (M.Ed.)

Step-by-step application of increasing or decreasing criteria before reinforcement is available based on previous level of responding at each step (need multiple levels for change)

Intervention strategies

- Number or percentage of math problem solving
- Homework completion
- Minutes on task
- Number or percentage of spelling words correct
- Correct word identification
- Reading rate
- Number or percentage of problems attempted
- Reading comprehension
- Reading duration

LAB PLACEMENT REQUEST FORM

Name: ID number: 927

Number of courses for which placement is needed:

Number of lab hours needed

(30 hours per course with exceptions for SPED 6013 which requires 150 hours and no hours are required for EDTD 6011)

County Preference:

Richmond

Columbia

Burke

McDuffie

Jefferson

Washington-Wilkes

Aiken

School / Grade Preferred:

Your email:

Phone:

Other comments:

If you are not currently teaching, you will need a school lab placement in a special education classroom. You must have a criminal background check before entering a school. The form for this is on-line at www.aug.edu/clinical/forms/BackgroundCheck_EDUC_students.doc. This must be completed immediately and returned to Julie Gray.

Dr. Pollingue will request a placement for you through the school administrator. When the placement is official, you will be contacted. Do NOT begin your lab until you have official notice. Thank you. Questions?

Contact: Dr. Pollingue
apolling@aug.edu
706-667-4493