

**AUGUSTA STATE UNIVERSITY  
COLLEGE OF EDUCATION  
Department of Educational Leadership, Counseling, and Special Educa-  
tion  
SPECIAL EDUCATION PROGRAM**

**SPED 6003  
Classroom Management and Applied Behavior Analysis  
3 SEMESTER HOURS**

**Professor:** Carolyn E. Stephens, MSW, Ph.D.  
**Office:** 307 University Hall  
**Office Phone:** 706-729-2397  
**Office Hours:** Tuesday — Thursday 3:00 — 5:00 p.m. or by appointment  
**Pipeline E-mail:** csteph10@aug.edu

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

**Required Textbooks**

Cooper, J. O., Heron, T. E., & Heward, W. L. (1987). *Applied behavior analysis*. Upper Saddle River, NJ: Prentice Hall.

Jones, V. & Jones, L. (2007). *Comprehensive classroom management: Creating Communities of support and solving problems*. (8<sup>th</sup> ed.). Boston: Pearson Education.

**Additional References**

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: American Psychological Association.

Koehler, L. (2007). 50 essentials web sites for teachers of students with mild or moderate disabilities. *Intervention in School and Clinic*, 42 (5), 285-289.

Horner, R.H., Carr, E.G., Halle, J., McGee, G., Odom, S., & Wolery, M. (2005). The use of single subject research to identify evidence-based practice in special education. *Exceptional Children*, 71, 165-179.

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.

**Course Synthesis**

This course is designed to teach concepts involved in establishing successful classroom environments. Strategies that support classroom instruction and behavior management will be practiced in authentic learning settings. Essential elements necessary for comprehensive classroom designs will be studied and supported by the principles and strategies from evidence-based applied behavior analysis.

## **Conceptual Framework Principles**

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge-based, articulated, shared, coherent, consistent with the unit and or institutional mission, and continuously evaluated.

The Department of Educational Leadership, Counseling, and Special Education holds a common set of standards (knowledge, skills, and dispositions) in which candidates are prepared to practice as professionals in their disciplines. The members of the Department will promote the success of all students through becoming:

- Learned and Scholarly Professionals who are Knowledgeable – Ethical
- Collegial. Democratic Professionals who are Advocates and Meaning-Makers. Self-Actualizing Professionals who are Role Models and Change Agents.
- Department of Educational Leadership, Counseling, and Special Education STANDARDS ARE CONGRUENT WITH NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE), PROFESSIONAL STANDARD COMMISSION (PSC), INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC), COUNCIL FOR EXCEPTIONAL CHILDREN (CEC), AND BOARD OF REGENTS (BoR) STANDARDS.

## **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, operationally define, and assess target 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 behavior 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 and implement a behavior management program 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 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)]

#### Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 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.”

### **Pipeline Accounts**

Dr. Stephens will check e-mail and telephone messages Tuesday through Friday mornings **most** weeks during the semester. 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. Students are encouraged to check their Pipeline accounts 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 or whose access stops functioning from a home computer.

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/>

### **Cell Phone & Pager Policy**

Students are asked to mute or turn off cell phones and/or pagers during class time. Violations will be addressed on an individual basis.

### **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).

### **Attendance, Punctuality, and Participation**

Regular and punctual attendance is required for all classes. If absences are necessary, you are responsible for getting all class notes and hand-outs from a class member. Check VISTA and Pipeline for additional information. Due dates for assignments on-line remain in effect even if you are unable to attend a class. In class assignments may not be completed after the class meets. Please understand that because of lessons learned after accepting late assignments in the past, Dr. Stephens **will not be** flexible if someone fails to complete an assignment when it is due.

Complete on-line submission of assignments by 5:00 p.m. on due dates, read assigned material and come prepared to raise and respond to questions about each assigned topic. The quality of your participation in discussions and activities will be assessed subjectively throughout the semester. Attendance will be taken. Keep all copies of written work, e-mails, and written comments from Dr. Stephens.

### **Written Assignment Requirements**

Written assignments will be graded on content, organization, and when applicable, style according to APA Publication Manual (5<sup>th</sup> ed.) guidelines. Grammatical, spelling, and style errors will be penalized. Graduate level writing is necessary in order for work to be adequately understood and evaluated. If a student's writing is not at this level, it is the student's responsibility to gain help to improve it. Documentation of Writing Center help may be required from some students when assignments are submitted.

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 and a running header with student's name, course number, assignment title, and page number on each page.

Written assignments must be submitted on time or not at all. The professor will make every effort to grade, comment, and return assignments to students within a week of the due date. Because many ASU students have multiple commitments and responsibilities, many 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.

### **Field Experience Requirements**

This course requires 20 hours of direct contact with students with disabilities. Students 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. Specific assignments include completing an ABC recording for a functional behavior assessment (FBA), identifying evidence-based applied behavior techniques for efficient and effective interventions, and using experimental controls 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.

	<b>Points</b>
1. Professional (scientific) writing samples	10
2. ABC for a functional behavior assessment (FBA)	10
3. Literature review for research-based intervention strategy project	10
4. Computer (Excel) generated graph for hypothetical data	10
5. Method section for research-based intervention strategy project	10
6. PowerPoint presentation of research-based intervention Strategy project	10
7. Final Exam	10
8. On-line quizzes from Jones & Jones	10
9. On-line quizzes from Cooper et al.	10
10. Class participation	10

**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. Late assignments will not be accepted.

Any student who does not demonstrate adequate writing skill for graduate level work, will be required to visit the Writing Center, present rough drafts for editing help, and attach written documentation of Writing Center help when submitting final work for evaluation from Dr. Stephens.

<b>Class Number</b>	<b>Assignments</b>	<b>Topics</b>
<b>1. August 21</b> <b>Collect writing samples in class, second submission of revised sample on-line</b>	In-class Set-up and practice on-line use of VISTA and Pipeline (due 5:00 p.m. August 28) Professional writing sample (in class) Practice for database search of applied behavior analysis intervention topic of interest (in class)	Introduction to SPED 6003: Classroom Management and Applied Behavior Analysis (research-based intervention)  Professional Ethics (CEC & ABA)  Using VISTA and Pipeline for SPED 6003  Conducting a literature review database search
<b>2. August 28</b>	Read Jones & Jones Chapter 2 VISTA quiz (due 5:00 p.m. August 28)  Read Cooper et al. Chapter 24	Foundations of Comprehensive Classroom Management  Process for conducting ABC recordings for functional behavior assessments  Writing a literature review
<b>3. September 4</b> <b>Collect ABC charts</b>	ABC recording due for one (due September 4) Read Jones & Jones Chapter 3 & 4 VISTA quiz (due 5:00 p.m. September 4)  Read Cooper et al. Chapter 2, 3, & 4 VISTA quiz (due 5:00 p.m. September 4)	Creating a Safe and Supportive Learning Community: Teachers and peers  Applied behavior analysis principles and vocabulary
<b>4. September 11</b>	Read Jones & Jones Chapter 5 & 6 VISTA quiz (due 5:00 p.m. September 11)	Creating a Safe and Supportive Learning Community: Parents and classroom standards
<b>5. September 18</b>	Read Jones & Jones Chapter 7 VISTA quiz (due 5:00 p.m. September 18) Read Cooper et al. Chapter 16 VISTA quiz (due 5:00 p.m. September 18)	Increasing Student Motivation and Learning: Instructional methods that meet students' academic needs  Motivating operations (ABA)
<b>6. September 25</b> <b>Collect literature review for intervention</b>	Read Jones & Jones Chapter 8 & 9 VISTA quiz (due 5:00 p.m. September 25)  Read Cooper et al. Chapter 11 & 12 VISTA quiz (due 5:00 p.m. September 25)	When Prevention is Not Enough: Altering Behaviors Violations of rules and procedures Behavior problem solving  Principles of reinforcement and punishment, increasing and decreasing behaviors
<b>7. October 2</b>	Read Cooper et al. Chapter 14, 15, 21, 22) VISTA Quiz (due 5:00 p.m. October 2)	Decreasing behavior with or without punishment
<b>8. October 9</b>	Read Jones & Jones Chapter 10 VISTA quiz (due 5:00 p.m. October 9)	When Prevention is Not Enough: Altering Behaviors Individual behavior planning

<b>9. October 16</b>	TBA	TBA
<b>10. October 23</b> <b>Line graphing interpretation practice</b>	Read Cooper et al. Chapter 6 & 7 VISTA quiz (due 5:00 p.m. October 23) Designing line graphs in Excel	Graphic display of data and interpretation of graphic display  Practice line graph in Excel
<b>11. October 30</b> <b>Collect line graphs for student planned interventions</b>	Writing a proposal for an intervention project Interpret line graphs collected (document camera in class)	Research-based topic Literature review Method descriptions Visual analysis of data Implications for practice
<b>12. November 6</b>	Read Cooper et al. Chapter 18, 19, & 20 VISTA quiz (due 5:00 p.m. November 6)	Developing new behaviors
<b>13. November 13</b> <b>Collect method section for intervention</b>	Read Cooper et al. Chapter 26 & 27 VISTA quiz (due 5:00 p.m. November 13)	Special applications of applied behavior analysis principles  Self-management
<b>14. November 20</b> <b>Thanksgiving Week</b>	On-line or in office appointments for project review (November 15—November 20 by 5:00 p.m.)	
<b>15. November 27</b> <b>PowerPoint Presentations</b>	Read Cooper et al. Chapter 28 VISTA quiz (due 5:00 p.m. November 20)	Generalization and maintenance of behavior change
<b>16. December 4</b>	Final Exam	

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.

Suggestions for intervention topics: self-management, contingency contracting, differential reinforcement of other behaviors (DRO), differential reinforcement of alternative behaviors (DRA), constant or progressive time delay, backward chaining, forward chaining, time-out from positive reinforcement, extinction intervention strategy, task analysis, discrete trial training, other \_\_\_\_\_.