

UNIVERSITY OF WISCONSIN- EAU CLAIRE
Department of Special Education



Fall Semester 2009

Instructor: Rose Battalio Ph.D.
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Office hours by appt.

Course: SPED 306/506
Behavior Management

Meeting: September 2– December 16
Mondays & Wednesdays 2:00- 3:15
HSS 202

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2003). *Applied Behavior Analysis For Teachers (6th ed.)*.
Columbus, OH: Merrill Publishing Company

Required Articles (To be acquired from reference library/on-line reference library)

Daniels, V. I. (1998). How to manage disruptive behavior in inclusive classrooms. *Teaching Exceptional Children*, 30(4), 26-31.

Maag, J. W. (2001). Rewarded by punishment: Reflections on the disuse of positive reinforcement in schools. *Exceptional Children*, 67(2), 173-186.

Course Description

This course will introduce the student to models, methods, and materials for managing the classroom behavioral problems of children with exceptional needs. The course will focus on developing skills which will permit teachers to: (a) manage behaviors that are counterproductive to learning in the classroom, (b) teach prosocial interpersonal behaviors that facilitate successful functioning in society, and (c) structure the classroom environment so that both academic and social interpersonal behaviors produce appropriate consequences for children.

UWEC Liberal Education Learning Goals:

. For each goal, several artifacts have been listed that may be used for your portfolio.

Knowledge of Human Culture and the Natural World: will demonstrate a depth of knowledge about human culture and/or the natural world. (Behavior Plan, Abstracts)

Creative and Critical Thinking: will develop creative thinking skills that include creative expression and/or creative approaches to problem solving. (Behavior Plan, Self - Monitoring, Observation Activity, in class activities)

Effective Communication: will write, read, speak, and listen effectively in various contexts including applications to civic and discipline specific contexts. (Behavior Plan, Abstracts, Self -Monitoring, Observation Activity, in class activities)

Individual and Social Responsibility: will develop skills and values for ethical reasoning and life-long learning and will connect their knowledge and skills to social and civic contexts. (Behavior Plan, Abstracts, Self -Monitoring, Observation Activity, in class activities)

Respect for Diversity among People: will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world. (Behavior Plan, Abstracts, Observation Activity)

Course Objectives	WTS	Artifacts
1. Students will understand the biological, psychodynamic, sociological, and behavioral explanations of behavior.	1	
2. Students will evaluate the adequacy of conceptual models.	1	
3. Students will understand the characteristics of behavioral strength.	1	Behavior Change Plans
4. Students will apply problem identification procedures to target behavioral concerns.	8	Behavior Change Plan, Summary statements
5. Students will operationally define behaviors	8	Behavior Change Plan Self Monitoring
6. Students will understand and apply pinpointing and behavioral measurement systems.	8	Behavior Change Plan, Self Monitoring
7. Students will understand the process of increasing, decreasing, and maintaining behavioral strengths.	5	Behavior Change Plan Abstracts
8. Students will select and apply behavioral intervention techniques.	5	Behavior Change Plan Self Monitoring
9. Students will evaluate the effectiveness of intervention techniques.	8	Behavior Change Plan Abstracts Self Monitoring

	<u>Topics</u>	<u>Readings</u>
September 2	Introduction, course orientation and requirements	
September 9	Conceptual models, evaluation criteria	Chapter 1
September 14	Biological and psychodynamics Behavioral explanations	
September 16	Selecting target behaviors, developing behavioral Objectives	Chapter 2

September 21	Selecting target behaviors, developing behavioral Objectives (cont.) <i>Activity #1 (Behavioral Objectives)</i>	
September 23	Collecting and graphing data	Chapter 3
September 28	Collecting and graphing data (cont), reliability <i>Activity # 2 (Data Collection)</i> (PROPOSALS DUE) Observation 1 due	Chapter 4
September 30	Single subject designs <i>Activity # 3 (Single Subject Design)</i>	Chapter 5
October 5	Single subject designs Putting it all together (SELF-MONITORING BEHAVIOR DUE)	
October 7	Test 1 Chapters 1, 2, 3, 4, 5 Observation 2 due	
October 12	Functional assessment (defined)	Chapter 6
October 14	Functional assessment (activity) <i>Group Activity # 4 (Summary Statements)</i> (ABSTRACT # 1 DUE)	
October 19	Reinforcement types and schedules	Chapter 7
October 21	Reinforcement (cont.) Observation 3 due	
October 26	Reinforcement (cont.)	
October 28	Reinforcement (cont)	
November 2	Reinforcement (cont) <i>Activity # 5 (Maag)</i>	
November 4	Reinforcement (cont) Progress Monitoring Data Collection (ABSTRACT # 2 DUE)	
November 9	Consequences to Reduce	Chapter 8
November 11	Consequences to reduce (cont.) Observation 4 due	

November 16	Consequences to reduce (cont.) <i>Activity # 6 (Daniels)</i>	
November 18	Test 2 Chapters 6, 7, 8 Observation 5 due	
November 23	Differential reinforcement, stimulus discrimination	Chapter 9
November 25	Differential reinforcement, stimulus discrimination	
November 30	Generalization (discussed and defined)	Chapter 10
December 2	Generalization (discussed and defined) (ABSTRACT # 3 & # 4 DUE) <i>Activity # 7 (Generalization)</i>	
December 7	Self management Responsible use Group Activity # 6 Self-monitoring Activity due Reference Manual Due	Chapter 11 Chapter 12
December 9	Grad Presentations Project presentations (Project due when presenting)	
December 16	Final exam (3:00 p.m.) Chapters 9, 10, 11, 12	

Course Requirements

1. Each student is responsible for reading the assigned readings in advance of class meetings. Additionally, each student is responsible for attending class and participating in class discussion and activities. More than two absences may result in the lowering of course grade.
2. If a student chooses to revise an assignment, it must be turned in within one week of the original due date.
3. There will be chapter study guides. Each study guide is worth **3** points for a total of 36 points.
4. Each student will complete an observation activity which entails identifying 5 interactions and determining if positive reinforcement, negative reinforcement, or punishment was used. This is worth **5** points. See due dates.
5. Three tests will be administered during the semester. These tests will cover readings, class lectures, and discussion material.

Test #1	October 7	100 points
Test #2	November 18	100 points
Test #3	December 16	100 points

- b. With what types of behaviors has the intervention been used. Cite special factors such as suitable populations, effects on other behaviors, or variations. **(3 points)**
- c. Give instructions on how the intervention should be implemented in a step-by-step approach; samples of forms, data sheets, products, etc. can be given. **(5 points)**
- d. What cautions should be exercised in using this intervention as well as any “trouble shooting” issues which come up. **(2 points)**
- e. The introduction will form the basis of your poster presentation. You will present your findings to the class. **A summary of your presentation should be written in a one-page handout for the class. (5 points)**

Grading Policy

The following criteria will be used to determine the grade earned by each **graduate** student:

94% and above of the total points	= A
84 - 93% of the total points	= B
74 - 83% of the total points	= C
64 - 73% of the total points	= D
Less than 64% of the total points	= F

The following criteria will be used to determine the grade earned by each **undergraduate** student:

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 - 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

Attendance and Participation

Attendance and participation in class discussion and activities are expected. The instructor reserves the right to raise or lower a grade based on participation.

Any person requesting absence from class because of religious observance should notify the course instructor within the first two weeks of class. Assignments or exams may be done at another time without penalty.

Make up exams are given only under extraordinary circumstances, and students must inform the instructor prior to the exam of a possible absence.

Late items will be penalized 10% of their value for each school day they are late.

Academic Misconduct

Academic misconduct (e.g., cheating, plagiarism) is a serious matter and will be treated according to University policy.

Students with Disabilities

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

The instructor reserves the right to change requirements or course outline as deemed necessary.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.

Definition of Collaborative Leadership

Collaborative leadership is the intentional and skillful management of relationships that enables others to succeed individually while accomplishing a collective outcome.

Collaborative leaders ably facilitate the involvement of two or more people in a group working toward a shared outcome in a manner that reflects collective ownership, authorship, use, or responsibility.

Collaboration is not the outcome or goal. Collaborations are processes that, when successful, align people's actions to accomplish a goal or solve a problem.

Collaborative leaders possess knowledge, skills, and dispositions that enable them to carry out leaderful actions such as optimizing assets, seeking new solutions, sustaining focus, promoting trust, or setting and monitoring goals and progress

SPED 306
Grade sheet

Abs# 1	Test # 1	Abs # 2	Beh Prop	Test # 2	<i>Abs # 3</i>	<i>Abs # 4</i>	Group Act.	Behav. Change	<i>Grad Present</i>	Obs	Self- Mon.	Study Guides	Ref. Manual	Final exam	Total
10	100	10	20	100	10	10	35	35 40*	20	5	20	36	10	100	481 (U) 526 (G)

Italicized items graduate students only

SG 1	SG 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10	SG 11	SG 12	Total
/3	/3	/3	/3	/3	/3	/3	/3	/3	/3	/3	/3	/36

Activity #1 Beh. Obj.	Activity #2 Data	Activity #3 Single Sub	Activity #4 Sum. State.	Activity #5 Maag	Activity #6 Daniels	Activity #7 Generalization	Total
5	5	5	5	2 3	2 3	5	/35

ABSTRACT OUTLINE
2-3 PAGES IN LENGTH, DOUBLE SPACED/TYPED

Reference APA format: (See brochure) **(2 points)**

Author's name (year). Title of article. *Journal Name*, volume (number), pages.

Abstract Content

Problem or hypothesis Why was the research/study undertaken? What were the researchers trying answer? **(1 point)**

Background/Literature review This section should briefly describe any background information found in the introduction of the article. Items may include important previous studies or special issues pertaining to research. **(1 point)**

Subjects This section of the abstract should include a more detailed description of the subjects. Such as type of disabling condition, number of subjects, number of males, number of females, age range, average age, I.Q. range, average I.Q. and so on. Please include selection and assignment of subjects. **(1 point)**

Variables Identify the independent variable(s) and dependent variable(s). **(2 points)**

Results Describe what the final findings were and if they were what the researchers expected. **(1 point)**

Conclusions and recommendations What were the researchers' final conclusion(s) and what were the recommendations or implications? **(1 point)**

Graduate students

Cautions: This section should include any limitations that the study may have had. Discuss any potential solutions to these limitations. (1 point; Variable section will only be worth 1 point)

Reflection Each student will complete a reflection based on the provided format. **(1 point)**

SPED 306/506 Behavioral Change Project
Score Sheet

Name _____	Single Subject _____	
	Possible Points	Points Earned
Subject and Setting	2	1
Behavior of concern / Definition of behavior that needs to be changed	5	2
Replacement Behavior(s)/Aim(s)/ Criteria (Behavior Objective)	5	2
Observation system	5	5
Procedures (Intervention)	2	3
Identify type of reinforcement or reductive measure(s)		3
Identify schedule of reinforcement		3
Reliability (or plan for this) Minimum of 2 checks, 1 during baseline Use formula	1	3
Results (baseline, intervention and maintenance, if collected) Typed in past tense and describes results clearly.		5
Graph(s) Following graphing conventions appropriately labeled		2
Generalization Plan *(Graduate only) Setting, materials, training		5
Raw data (data sheets, etc.) Included (required for project to be graded) Validates project as reported		1
Writing style (transition sentences, structure of paragraphs, logical sequence of sections) Grammar and Spelling		2
Reflection on Project		3
Labeling language penalty of one point per incident		_____
Project Total	/20	/35 /40*

How to write a Reflection on an Assignment

Include the following components:

- Describe the assignment
- Tell when you completed it
- Tell what class you completed it for
- Specify the standard that it meets using both the number and a description
- Tell what you learned
- Describe what was the hardest for you
- Describe anything you would do differently
- Tell how you will implement this in the future

Template:

I completed this [describe the assignment] on [date] for [class]. This artifact demonstrates my growth in Standard(s) [number], [describe standard(s) in words]. By doing this assignment, I learned [tell what you learned]. The hardest part was [describe what was difficult]. When I have the opportunity to do this [assignment] again, I will [describe what you would do differently or better]. In the future, I plan to [explain how you might use the knowledge gained in your own classroom].