

UNIVERSITY OF WISCONSIN-EAU CLAIRE
DEPARTMENT OF SPECIAL EDUCATION
FALL 2009

SPED 306/506 – BEHAVIOR MANAGEMENT

Instructor: J. Todd Stephens, Ph.D.
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Office hours: by appointment

Meeting: September 8-December 15
Tuesdays, 6:00-8:45
HSS 202



Required Textbooks

Alberto, P. A., & Troutman, A. C. (2009). *Applied Behavior Analysis for Teachers (8th ed.)*. Columbus, OH: Merrill Publishing Company

Required Articles (To be acquired from e-reserve)

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.

UW-Eau Claire Liberal Education Learning Goals

- *Respect for Diversity Among People* – UW-Eau Claire students will develop skills and knowledge for living in a culturally pluralistic and globally interdependent world. (Behavior Plan, Abstracts)
- *Knowledge of Human Culture and the Natural World* – UW-Eau Claire students will demonstrate a depth of knowledge about human culture and/or about the natural world. (Behavior Plan, Self-Monitoring, Observation Activity, in class activities)
- *Creative and Critical Thinking* – UW-Eau Claire students will develop creative thinking skills that include creative expression and/or creative approaches to problem posing and problem solving. (Behavior Plan, Abstracts, Self-Monitoring, Observation Activity, in class activities)
- *Effective Communication* – UW-Eau Claire students will write, read, speak, and listen effectively including application to civic and discipline specific contexts. Communicating effectively includes effective team work. (Behavior Plan, Abstracts, Self-Monitoring, Observation Activity, in class activities)

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

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.

Wisconsin Teaching Standards

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.

<u>Course Objectives</u>	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 project
6. Students will understand and apply pinpointing and behavioral measurement systems.	8	Behavior Change Plan, Self-Monitoring project
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
9. Students will evaluate the effectiveness of intervention techniques.	8	Behavior Change Plan, Abstracts, Self-Monitoring project

Course Outline

<u>Dates</u>	<u>Topics</u>	<u>Readings</u>
September 8	Introduction, course orientation and requirements Ways in which we organize our understanding	
September 15	Varied explanations, Biological, Psychodynamic, Behavioral, Self-Monitoring	Chapter 1
September 22	Selecting target behaviors, developing behavioral objectives, ACTIVITY #1 (Behav. Obj.) , Collecting & Graphing	Chapters 2 & 3
September 29	Collecting and graphing (cont), ACTIVITY #2 (Data Collection) , reliability, SELF MONITORING BEHAVIOR DUE	Chapters 3 (cont.) & 4
October 6	Single subject designs, PROPOSALS DUE , ACTIVITY #3 (Designs) , review	Chapters 4 (cont.), 5
October 13	Test #1	Chapters 1, 2, 3, 4, 5
October 20	Functional assessment, ACTIVITY #4 (summary statements), ABSTRACT #1 DUE [F]	Chapter 6
October 27	Reinforcement, arranging consequences to increase behavioral strength	Chapter 7
November 3	Reinforcement (cont.), arranging consequences to decrease behavioral strength, ABSTRACT #2 DUE , ACTIVITY #5 (Maag)	Chapter 7 (cont.) & 8
November 10	Arranging consequences to decrease behavioral strength, ACTIVITY #6 (Daniels)	Chapter 8 (cont.)
November 17	Test #2	Chapters 6, 7, 8
November 24	Differential reinforcement, Setting the stage for new behavior	Chapter 9
December 1	Generalization, ABSTRACTS #3 & #4 DUE [F] , Project Presentations	Chapter 10
December 8	Self-management, SELF MONITORING ACTIVITY DUE (F) , Responsible use, REFERENCE MANUAL DUE , Graduate Presentations (project due when presenting), Project Presentations & Review [F]	Chapters 11 & 12
December 15	Final Examination	Chapters 9, 10, 11, 12

[F] = Identifies which assignments require the use of the formal reflection template.

9. Each student is required to organize class materials into a reference manual. A table of contents is provided. An example will be shown in class. The grade for this product will be based on completeness, neatness, and organization. Worth **10** points. **Due December 8.**

10. **Formal reflections** (see attached template) are required for the following assignments: Behavior Change, Self-monitoring, and Abstracts

11. Graduate Student Presentation

The four abstracts selected should be focused on one type of intervention. (e.g., peer tutoring, time out, token economy). Do not pick a condition such as hyperactivity, depression, or aggression. This project is worth **20** points. Due Date: **Decmeber 8.**

Provide an introduction (5-8 pages) to the four abstracts which includes:

- a. How the intervention could be defined for a treatment plan or IEP. Give your definition of the intervention. **(5 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.

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)

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].

**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>	Self- Mon.	Study Guides	Ref. Manual	Final exam	Total
10	100	10	20	100	10	10	35	35 40*	20	20	36	10	100	476 (U) 521 (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	2 3	/35

**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)		1	3
Minimum of 2 checks, 1 during baseline			
Use formula			
Results (baseline, intervention and maintenance, if collected) Typed in past tense and describes results clearly.			5
Graph(s)			2
Following graphing conventions appropriately labeled			
Generalization Plan *(Graduate only)			5
Setting, materials, training			
Raw data (data sheets, etc.)			1
Included (required for project to be graded)			
Validates project as reported			
Writing style (transition sentences, structure of paragraphs, logical sequence of sections)			2
Grammar and Spelling			
Reflection on Project			3
Labeling language penalty of one point per incident			_____
Project Total		/20	/35 /40*