

Classroom Management and Applied Behavior Analysis Syllabus

Instructor

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Email

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Office Hours

Class Meeting Time

Location

Course Description

This course focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Theories of classroom management will be explored and various approaches to management including use of technological advances will be addressed. Developing classroom and individual behavior management plans will be emphasized.

Prerequisites: none.

Student Outcomes

Upon completion of this course, students will be able to:

- Design learning environments including use of technological advances that support and enhance instruction;
- Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior;
- Identify critical components of IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs;
- Demonstrate how to create a safe, positive, supporting environment that values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior;
- Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors;
- Demonstrate an awareness of strategies to use for crisis prevention/intervention.
- Define behavior change terminology and principles of applied behavior analysis;
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors;
- Describe, understand, and apply single subject research designs;
- Develop and implement a behavior change program;
- Describe strategies for promoting self-management
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model

Relationship of the Course to Program Goals and Professional Organizations

This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions.

CEC Standard 5 – Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

Course Materials

Required Texts

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2008). *Positive behavioral supports for the classroom*. Upper Saddle River, NJ: Merrill Prentice Hall.

Recommended Texts

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington DC: Author.

Website

Please reference my website for further course materials including course project rubrics and weekly announcements.

<http://www.stevencelmer.com/courses/CMandABA/materials.html>

Student Responsibilities

Course Webpage

Rather than using Blackboard, I will be using my personal webpage to distribute assignment and activity information as well as to make important course announcements. You will be responsible for any information that is shared on this page and should check it regularly throughout the duration of the course.

<http://www.stevencelmer.com/courses/CMandABA/materials.html>

APA Style

This is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) or to access one of the internet sites that provides a summary of this information.

Academic Integrity

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the registrar. Remember that plagiarism is a very serious offense and can result in dismissal from the University.

Graduate School of Education Dispositions Criteria

As a student in this course, you will be expected to exhibit professional behavior and dispositions. Please refer to the following link for a listing of these dispositions.

University Honor Code

The university strives to promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the university's community. Please refer to the following link to view the full honor code.

Students with a disability

Students with disabilities who seek accommodations in a course must be registered with the Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester.

Class Cancellation

If the university cancels classes and our class meeting site is closed, then we have no class. Continue to follow the schedule on the syllabus for the next class meeting. If I personally cancel class, then I will make every effort to notify you ahead of time, usually in person and with an email as a reminder. If any changes are made to reschedule a class period, then you will be provided with a new, printed schedule to use.

Evaluation

The evaluation process for this course will be composed of two main areas. The first are routine tasks that will be due during each class period. These will include meaningful participation, chapter summaries, ABA project mini-deadlines, and written reflections on relationship-building. These are designed to help you keep pace with the material covered in this course.

The second area that will contribute toward your evaluation are the application activities. These activities are divided into three categories based on their scope – individual plan, course, and school-wide design. The activities are designed to help you apply the concepts that are discussed as well as to provide you practice in using these principles and concepts to affect behavior change in the classroom.

Routine Tasks

Meaningful Participation (3 pts/class meeting)

This category is aptly named “meaningful” participation because in order for this course to benefit all of its members, the members need to contribute toward the growth and expansion of the topics in a meaningful way. This does not include just making a comment that is simply tangentially related to a topic, but rather contributing towards discussion in a way that builds on and broadens the scope of current issue. Further detail concerning a definition of “meaningful participation” is located on the course website.

Chapter Summaries (3 pts/class meeting)

For each reading that is assigned throughout this course, written summaries will be required. The requirements for these will be that they are about ½ to 1 page in length, and that they target the focal point of the reading. Summaries will be due on both class meeting days *and* also on Monday’s via email. This is required to ensure that you are making adequate progress through the readings during the week and will be fully prepared to discuss them during class meetings. Details regarding requirements for these summaries are specified on the course website.

ABA Project Mini-Assignments (3 pts/class meeting)

Due to the fact that the ABA project is so comprehensive, this course will set deadlines for drafts of components of this project. This will help to provide structure in completing this project, and more importantly, an opportunity to obtain feedback from your colleagues as you progress through the project. Each deadline and its requirements are specified on the course website.

Reflections on Relationship-Building (3 pts/class meeting)

Positive and collaborative relationships are one of the key components to influencing behavior in any context, including a classroom. As educators of children with exceptional needs, we not only need to be able to build beneficial relationships with our students, but also with the various support staff that may be working with these students as well. These exercises may involve supplemental reading and will require a short written statement of reflection that will be discussed during the course meeting. Details concerning what is due for each class meeting are located on the course website.

Application Activities

Course Design – High Quality Instruction (15 pts)

As educators, our goal is *not* just to teach students to perform skills that they could not do before. No, it is more than that...it is also to inspire students to be eager and willing to apply what they have learned beyond the course. It is to increase students' levels of engagement through high quality instruction so that they might have less time to spend on "less desirable pursuits" (*tricky, eh?*).

Anyway, with this activity, we'll be reading through and discussing various components of high quality instruction, and you will be asked to analyze a course that you've taught or once that you've observed being taught for areas in which improvements could be made. Upon finding these areas for improvement, you'll be asked to define what the actual problem is, and propose a solution that might help to increase the quality of your instruction, and in turn, your students levels of engagement with the course material. A rubric and detailed expectations are included on the course website.

School-wide, Course, & Individual Plan Design – Token Economy (10 pts)

All human behavior is influenced by incentives. Whatever you may want to call them – reinforcers, rewards, stimuli – they all provide individuals with the motivation to complete certain tasks. And it is the arrangement of these incentives that makes the difference between an efficient class structure, and an inefficient one.

With this in-class activity, you will be asked to work in groups to develop a comprehensive token system that could either be used for one student's individual behavior problems, within a classroom, or throughout an entire school to manage targeted student behaviors. A rubric and detailed expectations are included on the course website.

Individual Plan Design – Functional Behavior Assessment (10 pts)

Every now and then, we will come across an individual student that may need some extra support to achieve his or her goals. In this case, it is extremely valuable to have the ability gain an understanding of where support may be given to maximize that student's opportunities for success. We can't begin to form a solution if we don't know what the problem is, now can we?

In this activity, you will be asked to gather information on an individual outside of class, and then discuss in class the information that you've gathered with your colleagues to develop a hypothesis of why the behaviors that you are observing may be occurring. A rubric and detailed expectations are included on the course website.

Course Design – Classroom Design and Routine Establishment (15 pts)

The climate and routines within a course are a large determining factor in how much effort will be spent managing behavioral issues throughout the course. If these are systematically set up, and targeted efforts are made to establish these into the structure of the course itself, then the course will run much more efficiently.

This activity will ask you to analyze a classroom that you may have taught in or have observed others teaching in, describe the arrangement and typical processes of the classroom, identify points for improvement, and finally make suggestions for improvement that may both prevent future behavioral issues and also manage current ones. A rubric and detailed expectations are included on the course website.

School-wide, Course, & Individual Plan Design – Position on “Consequences” (10 pts)

The use of “consequences” (*or aversive outcomes*) in schools is a controversial issue. There are many different viewpoints on the issue, ranging from some that prohibit all techniques that result in exclusion of any kind, to some that feel that exclusionary practices are a requirement, and finally to where most of us reside on this issue – in the middle.

The purpose of this activity is to consider the information that we’ve learned throughout this course, re-analyze our practices, and further develop our own positions on this subject. You will be asked to reflect on your attitudes towards the use of consequences in behavior management prior to this course, consider how this might have changed by taking this course, and propose projections for how you might continue to change in the future. The requirements for this project will include a written summary of your reflections, and participation in a debate on the subject during class. A rubric and detailed expectations are included on the course website.

Individual Plan Design – Applied Behavior Analysis Project (30 pts)

The crucial understanding to have mastered if one is going to manage the behavior of others is that there is an ***element of control*** in influencing the behavior of others. It is not the case that we just try various interventions, and “hope” that something might make a difference. Rather, we need to understand that with behavior there is a systematic way to analyze it to determine the actual problem, and then manipulate the environmental conditions that are *under our control* to apply solutions that have been validated by data-based evidence.

With this signature project, you will partake in each of the steps necessary to achieve behavior change. You will analyze the problem, specify your target behavior, collect data for evaluation purposes, design an intervention, determine its effectiveness, and propose changes for future improvement. A rubric and detailed expectations are included on the course website.

Point Distribution

Below is a summary of the points that will be available for each of the tasks and activities described above.

Routine Tasks

Participation	–	24 points
Summaries	–	24 points
ABA Project mini-deadlines	–	18 points
Relationship Building Reflections	–	24 points
TOTAL	–	90 points

Application Activities

High Quality Instruction	–	15 points
Token Economy	–	10 points
Functional Behavior Assessment	–	10 points
Classroom Design and Routine Establishment	–	15 points
Position on Consequences	–	10 points
Applied Behavior Analysis Project	–	30 points
TOTAL	–	90 points

Grading Scale

In order to ensure that this course provides the most meaningful experience possible, grading will be determined through a grading matrix rather than a simple linear grading scale with weighted point values.

	↓ % of Points for Routine Tasks ↓										
% of Points for Application Activities ↓	93	90	87	83	80	77	73	70	67	63	<62
93	A	A-	B+	B	B-	C+	C	C-	D+	D	F
90	A-	B+	B	B-	C+	C	C-	D+	D	F	
87	B+	B	B-	C+	C	C-	D+	D	F		
83	B	B-	C+	C	C-	D+	D	F			
80	B-	C+	C	C-	D+	D	F				
77	C+	C	C-	D+	D	F					
73	C	C-	D+	D	F						
70	C-	D+	D	F							
67	D+	D	F								
63	D	F									
<62	F										

In order to use this matrix to determine your grade, take your percentage of points from your routine tasks and find the corresponding **column**, take your percentage of points from your application activities and find the corresponding **row**. Where they meet is your current course grade.

Typically there are questions regarding the validity of a grading matrix as an instructional tool. Here are the reasons for its use:

- What I’ve found in the past is that when using differing grade categories, some students could build up such a *cushion* of points in one category or the other, that the incentive system that the points were supposed to create in that other category lost its value. Thus the effectiveness of that category of activities decreased, sometimes to a point where it was ineffective for some students.
- A friend once told me this story – Imagine that I was training surgeons, and I taught my students how to replace organs. I showed them how to locate the correct organ, to make only the tiniest incision, remember not to leave the scalpel in the patient, and sew the patient up so that they only needed a few hours for recovery. Now imagine that I sent one of those students out to help a patient, and he did everything correct, *except* he replaced the patient’s liver when she had a heart problem. That student could say, *“Hey, I did 19 out of 20 things correct; that’s a 95%. Where’s my ‘A’? The fact that I took out the wrong organ and the patient died shouldn’t overshadow my performance.”...*
- In the end, the matrix’s value is lies in the fact that it ensures that the routine tasks and application activities both maintain an adequate level of importance throughout this course.

Nature of Course Delivery

- Class lecture and discussion
- Application activities
- Small group activities and assignments
- Electronic supplements and activities via the website noted above
- Video and other media supports

Class Structure

Each class meeting will vary according to the material that will be covered. A tentative plan for each course period will be posted on the course website at least by the Tuesday before our class meeting.

Other Info

Attendance Policy

Attendance is up to you. I will work hard to ensure that attending class is so reinforcing that you will never miss a day, but if you do miss class just know that you will be **forfeiting** your opportunity to participate in discussion and complete any application activities that have in-class components.

To avoid this, if you are aware ahead of time that you will be absent from a class, notify me as soon as you know either in person or via email. It will be your responsibility to **turn in any outside work related to the routine tasks** for the missed class prior to the class meeting. When you notify me that you will be missing a class period, we will then make arrangements to adapt any activities that will be done during that class period. Failure to notify me, turn in your outside work early, and make the appropriate arrangements for missed activities will result in lost points for those activities.

On the rare occasion that the absence was unexpected a **doctor's note will guarantee you an opportunity** to make up quizzes and turn in your homework late. It will be your responsibility to show me the note and we can make arrangements. If you **do not have a doctor's note**, then the default response will be that you will lose all points for the missed activities. You may, however, explain your situation to me if you would like because I understand that life can be unpredictable. But decisions to make up missed points will be at my discretion.

Electronic devices

Very simply, make sure that they do not disturb the participation of your colleagues, or interfere with your participation in course activities. Because of the timing and duration of the class meeting, I will do my best to provide regular breaks, and these may be used to make any phone calls, emails, or texts that may be necessary.

Date	Readings		Supplemental Readings		Summaries Due		ABA Project Component Due	Application Activity Due
	ABA	PBS	Carnegie	Other	Monday	Thursday		
	(1)	(1, 2)	--	--	--	--	--	--
	2	7 (pp. 219-230)	Part 1, Chap 1-2	"Pitfalls & Barnacles" - <i>on website</i> "How to turn learners on..." Chap 1-6 <i>recommended</i>	PBS 7	ABA 2	--	--
	3	5, 6	Part 1, Chap 3 Part 2, Chap 1	"How to turn learners on..." Chap 7-8 <i>recommended</i>	PBS 5	PBS 6	Specify the problem to focus on	--
	--	8	Part 2, Chap 2-4	"How to turn learners on..." <i>All reading due today</i>	--	PBS 8	Determine data collection system	High Quality Instruction
	5	10	Part 2, Chap 5-6 Part 3, Chap 1	--	PBS 10	--	Make Baseline Graph	Token Economy*
	6	3	Part 3, Chap 2-4	"Performance Analysis" - <i>on website</i>	ABA 6	PBS 3	Develop hypothesis for behavior	FBA Activity*
	7 & 9	9	Part 3, Chap 5-9	--	ABA 7	ABA9 PBS 9	Decide on Research Design & Intervention	Classroom Management*
	8 & 11	11	Part 3, Chap 10-12	--	ABA 11	ABA 8 PBS 8	Make preliminary analyses of data	Position Paper on Consequences
	10 & 12	12	Part 4, Chap 1-9	--	PBS 12	ABA 10 & 12	--	ABA Project*

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavior plans. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.