SPED 3714
Behavior and Classroom Management

Semester Hours 3

Semester/Year Spring 2013

Section 01D 02D
Time/Location Mon, 1:00-2:15, EC 4 Mon, 11:15-12:30, EC 2
Wed, 1:00-2:15, Online Wed, 11:15-12:30, Online

Instructor Sandra Hess Robbins, M.Ed.

Office Location Education Annex 226

Office Hours Tuesday 12:00-3:00; Wednesday 10:00-3:00; Thursday 9:00-11:00
Additional hours available by appointment

Telephone 678-839-6164

E-mail srobbins@westga.edu

Online Support D2L Login Page
https://westga2.view.usg.edu/

UWG Online (D2L tutorials)
http://uwgonline.westga.edu/students.php

Ingram Library Services
http://www.westga.edu/library/

Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/

COURSE DESCRIPTION

This class covers theoretical formulations and practical applications of research-based behavioral and instructional techniques, specifically as they apply to classroom management and assisting students in developing pro-social behavior.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Preparing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic),
clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (CEC, GaPSC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

**APPROACHES TO INSTRUCTION**

Instructional approaches used for this class include the use of various technologies for lecture, demonstration, discussion, reading, identification and examination of resources, small group activities, candidate presentations (with appropriate technology), and participation in various classroom activities (both face-to-face and on-line).

This course will be delivered approximately 50% online. This requires the online equivalent of 1,125 minutes of instruction (seat-time) and an additional 2,250 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Instructional Equivalent</th>
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<tbody>
<tr>
<td>Audio/video instruction</td>
<td>275 minutes</td>
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<tr>
<td>5 Quizzes</td>
<td>375 minutes</td>
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<tr>
<td>6 Discussions</td>
<td>475 minutes</td>
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</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.

**COURSE OBJECTIVES**

Students will:

   [Standards: CEC* & GaPSC**1/i, 4/iv, 5/v, 7vii];


5. Demonstrate how to organize and develop positive learning environments that support students’ individual needs through instructional and behavior management strategies (Alberto & Troutman, 2008; Charles, 2008; Darch & Kame´enui, 2004; Jones & Jones, 2004; Kauffman et al., 2006; Kazdin, 2001; Larrivee, 2009; Martella et al., 2003; Shea & Bauer, 2012; Zirpoli, 2012) (Conceptual Framework Descriptors: Decisive, Adaptive, Collaborative, Culturally Sensitive, Knowledgeable, Proactive, Inquisitive) [Standards: CEC &GaPSC1/i, 3/iii, 4/iv, 5/v, 7/vii, 10/x]

6. Develop ways to create positive learning climates that respect diversity in language and cultural heritage, and diversity in ability levels (Alberto & Troutman, 2008; Charles, 2008; Darch & Kame´enui, 2004; Jones & Jones, 2004; Kauffman et al., 2006; Kazdin, 2001; Larrivee, 2009; Martella et al., 2003; Savage & Savage, 2010; Zirpoli, 2012) (Conceptual Framework Descriptors: Adaptive, Culturally Sensitive, Empathetic, Knowledgeable) [Standards: CEC &GaPSC1/i, 3/iii, 4/iv, 5/v, 6/vi]

7. Discuss the ethical uses of behavior and classroom management (Alberto & Troutman, 2008; Charles, 2008; Darch & Kame´enui, 2004; Jones & Jones, 2004; Kauffman et al., 2006; Kazdin, 2001; Larrivee, 2009; Martella et al., 2003; Zirpoli, 2012)
(Conceptual Framework Descriptors: Decisive, Leaders, Empathetic, Knowledgeable, Proactive)
[Standards CEC &GaPSC1/i, 4/iv, 5/v, 10/x].

*CEC refers to the ten standards of the Council for Exceptional Children; Although a new set of standards was distributed by CEC in December 2012, the previous set is being used for this syllabus due to its correspondence with the GaPSC standards.
**GaPSC refers to the Georgia Professional Standards Commission. (See Index 505-3-.30)

TEXT, READINGS, INSTRUCTIONAL RESOURCES, and REFERENCES

Required Text

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References


**ASSIGNMENTS, EVALUATION PROCEDURES, and GRADING**

**Activities, Assignments, and Assessments**

- **Attendance**: All students are expected to attend all face to face classes. Student knowledge of course content presented in class will be assessed via course quizzes, discussions, and the final exam. Role will be taken during every face to face class. No excuses are accepted for absences. Each student gets two (2) free passes. Ten (10) points are deducted for each absence beyond two.

- **Quizzes and Discussions**: Online quizzes and discussions will take the place of face to face classes on a weekly basis. Students are expected to complete all online quizzes and discussions in a timely manner. Late submissions of online quizzes and discussions will not be accepted. Specific directions for each of the online discussions will be provided in D2L (Objectives 1-7; quizzes and written product).

- **Child Change Project**: Students will develop and administer a behavior change project. Students will define a target behavior, collect data, implement an intervention, and provide evidence of a change in behavior through graphic representation. For students without access to child participants, alternate options for this assignment are available. The child change proposal and child change graphs are directly related to the child change project, however, each will be turned in for a separate grade (as outlined below). For special education majors, the Child Change Project is the designated portfolio assignment. In order to pass this course this assignment must be passed by earning at least 75% (37.5 out of 50 possible points) (Objectives 3, 5; written product; rubric).

- **Final Exam**: The final exam will be taken in the computer lab on the Monday of finals week. (Objectives 1-7)
Evaluation Procedures

Points allocated to assignments are as follows:

1. Attendance 50
2. 5 Quizzes @ 10 each 50
3. 6 Discusisons @ 10 each 60
4. Child Change Proposal 20
5. Child Change Graphs 20
6. Child Change Project 50
7. Final Exam 100

Total Points Possible 350

Grading

A = 314 - 350 points
B = 279 - 313 points
C = 244 – 278 points
D = 209 – 243 points
F = 0 - 208 points OR academic dishonesty OR (for SPED majors, less than 75% on the Child Change Project)

CLASS, DEPARTMENT AND UNIVERSITY POLICIES

1. Academic Honesty: Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy in the latest Connection and Student Handbook, and Undergraduate Catalog.

2. Plagiarism and Grading: Submission of work taken directly from another source will be considered plagiarism and grounds for no credit (zero points) on the assignment. However, students are encouraged to use a variety of resources, including the Internet, in obtaining ideas and illustrations which will help to complete assignments. Resources should be referenced on all materials submitted to the instructor.

3. Late Work and Grading: Students are expected to submit assignments on time. Valid reasons for submitting work late must be cleared by the instructor in advance. Assignments will be graded by the course instructor based on the information provided in this syllabus and in additional handout materials and/or discussion. All assignments are due by midnight on the due date. Late assignments will have 5 points deducted for each calendar day late.

4. APA and Grading: Work done outside of class must be reasonably correct (not detract from content) in mechanics (e.g., spelling, grammar, punctuation, etc.). Points will be deducted for
inadequate work. All assignments completed outside of class must be typed, double spaced, using Times New Roman font (size 12). Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on all assignments. All work (done both inside and outside of class) must be reasonably legible.

5. **Extra Credit:** Opportunities for extra credit will not be provided for this class.

6. **Attendance and Punctuality:** Each student is expected to come prepared to class by having read the assigned readings and cases and having completed the assignments. Students also are expected to be punctual. It demonstrates respect for the instructor and classmates and facilitates classroom learning. **Coming more than 10 minutes late to class twice will equal one absence.** It is the student’s responsibility to contact the instructor when extenuating circumstances take place. **If you will consistently be unable to attend for the full class time or expect to miss 2 or more classes, it is recommended that you drop the class and take it during a semester with fewer conflicts.** Under usual circumstances, no make-up activities will be allowed in lieu of class attendance.

Students who miss class (or any portion of class) are responsible for the content. While the instructor is willing to provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace regularly scheduled class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Content/activities that are missed will not be retaught or reviewed unless judged appropriate for the group as a whole

7. **Student Email Policy:** University policy requires that all students have regular access to a computer with at least a certain capability level (see Catalog, Student Handbook, etc.). University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Students will be required to make use of computer resources in this class, including communication (e.g., class announcements) and accessing materials needed for class via D2L. Some assignments will need to be submitted electronically.

8. **Disability policy:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Service. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: [http://www.westga.edu/studentDev/index_8884.php](http://www.westga.edu/studentDev/index_8884.php). Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged.
9. **Equal Opportunity Statement**: No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

10. **Affirmative Action Statement**: University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.

**CLASS OUTLINE**

<table>
<thead>
<tr>
<th>F2F Class</th>
<th>Topic</th>
<th>Read Carefully…</th>
<th>Online Class</th>
<th>Assignments Due</th>
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<tbody>
<tr>
<td>Jan 7</td>
<td>Introduction to Course and Syllabus Introduction to D2L</td>
<td>Syllabus (D2L)</td>
<td>Jan 9</td>
<td>Discussion 1 – Context for Behavior</td>
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<tr>
<td>Jan 14</td>
<td>Theoretical underpinnings of behavior</td>
<td>Tough Kid pp. 7-13</td>
<td>Jan 16</td>
<td>Quiz 1 – Theoretical underpinnings of behavior</td>
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</tbody>
</table>
| Jan 21    | **Martin Luther King Jr. Day**  
No Class | Child Change Project Assignment and Rubric (D2L) | Jan 23        | Discussion 2 – Child Change Project |
| Jan 28    | Proactive Intervention through a quality environment | Tough Kid pp. 28-34 | Jan 30        | Discussion 3 - Positive learning environments |
| Feb 4     | Defining Target Behaviors Data Collection techniques | Target behaviors and Data Collection (D2L) | Feb 6         | Quiz 2 – target behaviors and data collection |
| Feb 11    | Determining the function of behavior (FBA) | Tough Kid pp. 14-27 | Feb 13        | Discussion 4 – FBA |
| Feb 18    | Increasing behavior through positive reinforcement | Tough Kid pp. 44-53 | Feb 20        | **Child Change Proposal (SLP)** |
| Feb 25    | Increasing behavior through positive reinforcement cont. | Tough Kid pp. 64-77 | Feb 27        | Quiz 3 – increasing behavior/positive reinforcement |
| Mar 4     | Reductive techniques | Tough Kid – Chapter 3 | Mar 6         | Discussion 5 – reductive techniques |

* Dates, topics, and readings and assignments are subject to change
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<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Mar 11</td>
<td>Advanced systems</td>
<td>Teaching complex</td>
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<td></td>
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<td>behaviors</td>
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<td>Tough Kid – Chapter 4</td>
<td>Mar 13</td>
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<td></td>
<td>Quiz 4 – advanced systems</td>
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<td>Mar 18</td>
<td><strong>Spring Break</strong></td>
<td><strong>No Class</strong></td>
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<td>Mar 25</td>
<td>Graphing Data</td>
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<td>Apr 1</td>
<td>Social Skills Training</td>
<td>Tough Kid – Appendix B</td>
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<tr>
<td>Apr 8</td>
<td>Generalizing behavior</td>
<td>Tough Kid – Chapter 5</td>
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<tr>
<td>Apr 15</td>
<td>Final Exam Review</td>
<td>Course Evaluations</td>
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<tr>
<td>Apr 22</td>
<td><strong>Final Exam</strong></td>
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**Important Dates to Remember:**

- January 7: Class Begins
- March 4: Last Day to Withdraw with a Grade of W
- March 18-24: Spring Break
- April 22: Final Exam during Regularly Scheduled Class Time