RSED 4010

Behavior Management

***Summer 2020***

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**Department of Special Education Rehabilitation and Counseling**

**College of Education**

Instructor Information:

**Alexcia Moore, Ph.D.**

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Office Hours:

**Zoom by appointment**



**RSED 4010 Behavior Management in Special Education**

**Auburn University Department of Rehabilitation and Special Education**

1. **Course Number**: RSED 4010

**Course Title:** Behavior Management **Credit**: 3 hours

**Meeting Times: T/H 8:00-11:45am HC**  **3228 Office hours: Tuesday 12pm-12:30pm** or by appt.

**Instructor:** Alexcia Moore **Instructor’s email:** [ajm0024@auburn.edu](mailto:ajm0024@auburn.edu)

**Instructor’s phone:** 334-844-2107 **Office location:** 1232A Haley Center

1. **Date Syllabus Prepared:** May 2020 \*this syllabus may change\*
2. **TEXTS:**

Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers 9th ed*. Upper Saddle River, NJ: Pearson.

1. **COURSE DESCRIPTION:** This course provides skills necessary to manage the behavior of students in special education including behavioral assessment, selection criteria for appropriate intervention strategies, and evaluation of intervention effectiveness.
2. **COURSE OBJECTIVES:** Upon completion of this course, students will be able to:

Describe screening and diagnostic procedures used to screen for behavior disorders.

Develop goals and objectives from assessment information.

Describe affective individual and/or group intervention strategies.

Develop a behavior intervention plan from a case study.

Describe the principal components of effective social skills training programs..

Apply behavior analysis procedures in academic and social situations. 34(b)8

Demonstrate an understanding of terminology associated with behavior management.

Discuss guidelines concerning when to appropriately use behavior management procedures.

Describe a functional analysis.

Identify reinforcers that could maintain a given behavior in a classroom situation.

Design, graph, and evaluate the success of a self-modification procedure.

6**. COURSE CONTENT SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Assign. Due** |
| 6/30 | Intro, Positive Behavioral Supports | Alberto Ch 1, articles |  |
| 7/2 | PBS, Behavioral Objectives | Ch 3, articles | **Intervention Project Initial Plan** |
| 7/7 | Data Collection | Alberto Ch 4 |  |
| 7/9 | Functional Behavioral Assessment | Alberto Ch 7,  case studies | **Classroom Management Project Part 1** |
| 7/14 | Functional Behavioral Assessment | Alberto Ch 7 | **Behavior Intervention Project Part 1** |
| **7/16** | **Test 1** |  | **Test 1 on Canvas. Exam is timed.** |
| 7/21 | Increasing Behaviors | Alberto Ch 8 |  |
| 7/23 | Increasing Behaviors | Alberto Ch 8 | **Ideas for Classroom Management Part 2**  **Behavior Intervention Project Part 2 ideas** |
| 7/28 | Decreasing Behaviors | Alberto Ch 9 | **Behavior Int Project Part 2** |
| 7/30 | Differential Reinforcement and Antecedent Interventions | Alberto Ch 10 | **Classroom Management Part 2**  **Behavior Int Project Reflection** |
| **8/4** | **Test 2** |  | **Test 2 on Canvas. Exam is timed.** |

**7. COURSE REQUIREMENTS/EVALUATION:** Students are required to: a) successfully complete all required projects and give to the instructor no later than the date designated for each project, b) take all required exams, c) attend class and participate in class discussions and activities, and d) read assigned materials prior toattending classes.

**TESTS:** Students will demonstrate competency on three tests covering lecture, class activities, and information from text and articles. Each test will include items that assess content taught from the first week of the semester through the current week.

**CLASS PREPARATION QUIZZES:** Students will demonstrate their preparation for class and course engagement through the completion of quizzes prior to class meetings. These quizzes will be available on Canvas and will be due before each class meeting throughout the semester. The content will be assigned readings for the current day and content from previous classes.

**BEHAVIOR INTERVENTION PROJECT:** Each student will **independently** develop two behavior intervention plans based on case studies provided by the instructor. The plans will involve a simple contract, positive behavior supports, and an identified method of data collection.

The project will be completed in four parts: an initial plan submitted the second week of the semester, synthesis of the functional behavioral assessment data provided in the scenarios with identification of the hypothesis, development of an intervention plan, and reflection upon changes in plans from the initial to final product and learning that will be applied in the future. The components of each part are below.

Part 1 (1pts): Read the scenarios about Sam and Sara. On Canvas, respond to questions about your plan for intervention.

Part 2 (19 pts): Using the scenarios, respond to questions on Canvas about how data gathered through different assessments within the FBA support a specified function for each student’s behavior.

Part 3 (28 pts): Using the identified function, respond to prompts on Canvas about a simple contract for Sam and Sara, positive behavioral supports for Sam and Sara, and the method of data collection that will be used to monitor progress. You will create a sample data collection sheet for each student and upload to Canvas.

Part 4 (2 pts): Review your initial plan for intervention. Compare it to your plan submitted for Part 3. Tell about differences between the two and what you learned and will apply in your future classroom. This commentary will be submitted on Canvas.

**CLASSROOM MANAGEMENT SYSTEM:** In groups (up to three) or independently, students will complete a classroom management module. This will involve differentiating between examples and non-examples of supports, explaining development and implementation of a management system. There are two parts

**Part 1 Expectations and Positive Behavioral Supports (PBS) 20 points**

* Evaluate given expectations
* Describe how you would explicitly teach expectations to students
* Differentiate between examples and non-examples of positive behavioral supports
* Describe positive behavioral supports that would be used in your classroom

**Part 2 Token Economy 30 points**

* Identify the behavior students will display in order to receive tokens
* Answer questions and explain how and why you will identify back-up reinforcers
* Answer questions and explain how you will design
* Answer questions and explain how and why you will operate your token economy
* Explain how your token economy will meet varied behavioral needs

**Class Activities:**  Students are expected to arrive on time and participate in each class meeting. Points will be awarded based on the percentage of classes in which a student arrives on time and participates (defined as involvement in class activities, attempts to answer questions, using one’s computer, tablet, or mobile device for the purpose of participating in class activities). There are 8 class meetings and the percentage of attendance will be multiplied by 20 points to determine the class activity grade.

incidental learning/t

**EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test 1 | 50 points |  |  |  |
| Test 2 | 50 points |  | Grading Scale | |
| Behavior Intervention Project | 50 points |  | 225-250 = | A |
| Classroom Management | 50 points |  | 200-224 = | B |
| Quizzes | 50 points |  | 175-199 = | C |
|  |  |  | 150-174 = | D |
|  |  |  | 0-149 = | F |
| **Total** | **250 points** |  |  |  |

Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 224 points is a grade of B). Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus. No extra credit opportunities will be provided.

**8. CLASS POLICIES:**

***Extra Credit:*** There is an RSED 4010 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***Attendance:*** Students are expected to attend class and participate in class discussions and activities.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

***Group Work:*** There is an RSED 4010 course policy regarding group projects. For some assignments students have the option of working in pairs. In choosing this option, each student chooses to accept the roles and responsibilities required for this type of work. Group work may involve conflict and problem solving and students are expected to engage in these processes independently. The instructor will not settle disputes between group members. The instructor will assume that all names written on a final project contributed equally. Students who cannot or choose not to work with others will complete projects independently. As team members, individuals complete their responsibilities in a timely fashion.

***Instructor feedback:*** If sent **one week before the due date**, he instructor will provide feedback on any assignment prior to its due date. Email completed draft ([ajm0024@auburn.edu](mailto:ajm0024@auburn.edu)) no later than the **week before the due date** and the instructor will provide suggestions, recommendations, etc… for corrections.

All assignments must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc…) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.