UNIVERSITY OF MARYLAND
Department of Counseling, Higher Education, and Special Education

EDSP 413/613 Comparative Approaches to Behavior and Classroom Management in Special Education.

Fall, 2013, Tuesday, 4:15 – 7:00

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Office hours: Monday, Tuesday-1-3pm, after class on Tues. and by appointment


COURSE DESCRIPTION:

This course provides students with examples of how behavior is managed in classrooms. Emphasized in the main portion of the course are the principles that underlie learned behavior and how they are applied in various settings to modify or change behavior.

COURSE COMPETENCIES:

Upon completion of readings, assignments-and study related to the course topics, the student will:

I. Behavioral Model
   (InTASC #4-Content Knowledge; CEC #1-Foundations)
   1. Compare and contrast the assessment and intervention techniques used under the behavioral and other models.
   2. Identify the four types of stimulus events that effect development and how they influence behavior.

II. Behavioral Assessment
   (InTASC #4-Content Knowledge, # 6-Assessment; CEC #7-Instructional Planning, CEC # 8-Assessment; CF-Educational Goals and Assessment).
   1. Write behavioral objectives which identify: the learner, the target behavior, conditions under which the behavior is to be displayed, and the criteria for acceptable performance.
   2. Analyze a sequence of behaviors and identify antecedents and consequences of
behaviors.
3. Describe and use time delay and task analytic assessments.

III. Collecting and Graphing Data
(InTASC #4-Content Knowledge, # 6-Assessment, #7-Planning for Instruction; CEC #7 Instructional Planning, #8-Assessment; CF-Subject Matter, Educational Goals and Assessment).

1. Define, identify and provide an example of each of the following observational methods:
   (a) permanent product, (b) frequency, (c) rate, (d) duration, (e) latency, and (f) interval.
2. Select an appropriate data collection system given an example of instruction.
3. Identify and describe the following graphing formats:
   (a) line, (b) cumulative, (c) ratio, (d) bar.
4. Plot a given set of data and label all parts of the graph.
5. Identify the trend of a given set of data and state whether an intervention was necessary/effective.
6. Define the term "reliability" and state why it is important.

IV. Increasing Behavior
(InTASC #4-Content Knowledge, #5-Application of Content, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #7-Instructional Planning; CF-Learners, Pedagogy).

1. Define reinforcer and reinforcement.
2. Define reinforcer assessment and describe implementation.
3. Given a specific behavior, establish an appropriate reinforcement procedure, taking into account all of the following parameters:
   reinforcement schedule, novelty, immediacy of delivery, amount, type of reinforcer, and pairing reinforcers.
4. Define negative reinforcement and describe how it affects behavior.
5. Distinguish negative reinforcement from punishment.
6. Explain the purpose of three types of contingency packages (i.e., group contingencies, contingency contracting, and token economies), describing the advantages and disadvantages of each.

V. Decreasing Behavior
(InTASC #4-Content Knowledge, #5-Application of Content, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #7-Instructional Planning; CF-Learners, Pedagogy).

Decreasing Behaviors: Extinction, DRL, DRO, DRI/DRA, Response Cost, Time-Out

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1. Define punishment.
2. Discuss ethical issues in the use of punishment.
3. Define and apply extinction, DRL, DRO, DRI/DRA, response cost, and time out when given a written description of challenging behavior(s)
4. Define "functional assessment" and "functional analysis"
5. Develop a functional assessment based on examples of students with challenging behaviors
6. Develop a positive behavioral support plan

VI. Stimulus Control
(InTASC #4-Content Knowledge, #5-Application of Content, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #7-Instructional Planning; CF-Learners, Pedagogy).

1. Describe, using a specific example, how to establish an environmental event or stimulus as a discriminative stimulus ($S^D$).
2. Define, identity and/or implement different types of prompting systems
3. Implement a time delay strategy
4. Identify and define different types of stimulus/response prompts
5. Describe strategies of shaping and chaining using simulated situations.

VII. Generalization and Maintenance.
(InTASC #4-Content Knowledge, #5-Application of Content, #8-Instructional Strategies; CEC #4-Instructional Strategies, #5-Learning Environments and Social Interactions, #7-Instructional Planning; CF-Learners, Pedagogy).

1. Define and describe implementation of instructional techniques that facilitate generalization and maintenance.

VIII. Self-Control
(InTASC #7-Instructional Planning, #8-Instructional Strategies; CEC #4-Instructional Strategies)

1. Describe the use of self-monitoring, imagery, and verbal self-guidance given a specific situation
2. Describe and give examples of the use of self recording using event recording, time sampling, and permanent product recording.

IX. Responsible use of Applied Behavior Analysis
(InTASC #9-Professional Learning and Ethical Practice; CEC #9-Professional and Ethical Practice; EC-Responsible and Ethical Action).

1. Describe three concerns about the use of Applied Behavior Analysis
2. Identify six rights that individuals have and must be considered in developing programs to change behavior.

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Assignments:
A. **Exams (210 pts.).** Two exams and a final will be administered during the semester. The exams will cover the material (lecture and reading) presented up until the test date. Questions will require recall, recognition and application of principles to hypothetical situations.

B. **ABC project (40pts.).** For your ABC project (40pts) you will need to select someone other than yourself to observe. You will need to record the antecedents and consequences for a behavior of your target person for at least 10 observations across at least two days. For this observation you need to:
   a) operationally define a behavior and describe the setting(s) and times used for observations;
   b) select an appropriate data collection system and justify your choice;
   c) develop an appropriate data collection sheet for the ABC (must include your name, name of participant, date and time of data collection, operational definition of behavior at the top of the page followed by a grid for collecting the ABC data);
   d) conduct an ABC analysis describing, in observable terms, antecedents and consequences that may contribute to the behavior;
   e) summarize your analysis by discussing the results of the ABC assessment (remember to describe your hypothesis in observable terms).

You must turn in a proposal to Dr. Egel **no later than 9/28 (5 pts).** The proposal should include the following:
   a. operational definition of the behavior
   b. description of the setting in which your observations will occur
   c. data collection system that you would use for your target behavior

C. **Data-based Project (45pts.).** Each student is required to complete a data-based project. This project involves weekly observation and measurement of the behavior of someone other than yourself or any of the individuals used for previous assignments. When selecting a behavior to observe, be sure that it is observable, measurable, and repeatable. **You must email your topic to Dr. Egel no later than October 11, 2012 (5 pts).** Please include the following in your description of your topic:
   a. operational definition of the behavior
   b. description of the setting in which your observations will occur
   c. data collection system that you will use to record your target behavior

This project has two parts to it. **Part I** involves collecting ABC data on the behavior that is approved. Remember, an ABC analysis involves identifying the antecedent and consequent
events for a particular behavior. The conditions and procedures you use should be consistent. You should hand in no more than five pages that contain the following:
1. the behavior you chose to observe and your rationale for selecting the behavior.
2. an operational definition of the behavior.
3. an ABC
4. an interpretation of the ABC (which includes your hypothesis about what factors may be contributing to the behavior and your hypothesis as to the function the behavior).

The ABC is due on November 8th.

Once steps 1-4 are completed you will begin Part II of this project (in other words, PART II CAN ONLY BE STARTED ONCE PART I IS COMPLETED). Part II will involve the collection of observable data (e.g., frequency, duration, latency, etc.). THESE DATA MUST BE COLLECTED ON DAYS THAT FOLLOW THE COMPLETION OF PART I. You will need to have between 3-5 data points across at least three days. Part II should contain the following:
5. the type of data being collected (i.e., rate, %, #)
6. the specific procedures used to collect data and any tools (stopwatch) needed for data collection.
7. a graph of your data and a raw data collection sheet.
8. a discussion of changes in behavior observed over time.

You should use headings to present clearly each part of your project as listed above. You are welcome to share any draft with me prior to the due date. The data collection section is due on December 1.

D. Functional Assessment Project (16 pts.) Each student will be provided with descriptions of different students and the challenging behaviors that they exhibit during classroom instruction. You will then
1. describe how a functional assessment would be conducted to evaluate the possible functions of the behavior.
2. describe the patterns of behavior that would lead you to suspect the behavior was maintained by positive reinforcement, negative reinforcement, sensory consequences, or access to tangible items.
3. Finally, you will need to identify possible interventions, based on the function of the behavior.
This project is due on December 6th.

UM Policies

**Accommodations for Students with Disabilities:** If you have a documented disability, contact Disability Support Services (301-314-7682) to ascertain the specific accommodations that may need to be provided. The rules for eligibility and the types of accommodations a student may request can be reviewed on the DSS web site at [http://www.counseling.umd.edu/DSS/receiving_serv.html](http://www.counseling.umd.edu/DSS/receiving_serv.html)

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It is the student’s responsibility to notify the instructor at the beginning of the semester of any documented disabilities so reasonable accommodations can be made to assist learning and evaluation in the class.

**Academic Integrity:** The Code of Academic Integrity and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The following UMD Honor Pledge is to be on the front cover of all papers, projects, or academic assignments submitted for evaluation in this course along with your signature:

I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment). The Student Honor Council administers compliance with the code and allegations of academic dishonesty are reported directly to the Honor Council (301-314-8204).

**Religious Observance/Illness:** University policy excuses the absences of students for illness (self or dependent), religious observances, participation in University activities at the request of University authorities, and compelling circumstances beyond the student's control. The University provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precludes the possibility of rescheduling, OR to perform a substitute assignment without penalty. The student must notify his or her instructor of the reason for absence as soon as possible. Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious observance or participation in university activities at the request of University authorities), the student must inform the instructor by the end of the schedule adjustment period.

**College of Education Foundational Competencies:** The College of Education Foundational Competencies Policy was adopted in November 2010 and specifies the professional criteria expected of all Teacher Candidates in the College. Performance that meets the Foundational Competencies is expected across all professional settings, including university-based coursework and field placements. If concerns arise in any professional setting, a referral will be made to the Teacher Candidate’s advisor. Each Teacher Candidate and Supervisor will complete the Foundational Competencies evaluation at the end of each field placement experience. Additional Foundational Competencies evaluation forms may be completed if concerns arise during a field placement or in any professional setting. These evaluations will be reviewed along with the candidate’s performance across all program requirements and coursework. Continuation in the Special Education teacher certification program depends on both satisfactory completion of all coursework and satisfactory ratings on the Foundational Competencies (8/3/05; updated 8/18/11).

**CourseEvalUM:** Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations.

**GRADING**

Point values will be assigned to exams and assignments. Letter grades will subsequently be assigned on the basis of overall class performance. Please note: It is possible to earn the following grades in this class:
A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. The “+” and “-” have been added to grades in order to allow for more nuance and precision in the evaluation process. Grades will be assigned according to the following chart:

<table>
<thead>
<tr>
<th>% of total points &amp; corresponding letter grade</th>
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<tbody>
<tr>
<td>98–100 = A+</td>
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<tr>
<td>92–97 = A</td>
</tr>
<tr>
<td>90–91 = A–</td>
</tr>
<tr>
<td>88–89 = B+</td>
</tr>
<tr>
<td>82–87 = B</td>
</tr>
<tr>
<td>80–81 = B–</td>
</tr>
<tr>
<td>78–79 = C+</td>
</tr>
<tr>
<td>72–77 = C</td>
</tr>
<tr>
<td>70–71 = C–</td>
</tr>
<tr>
<td>68–69 = D+</td>
</tr>
<tr>
<td>62–67 = D</td>
</tr>
<tr>
<td>60–61 = D–</td>
</tr>
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ASSIGNMENT DUE DATES

1. Proposal for ABC project 9/28
2. Proposal for data-based project 10/11
3. ABC project 10/14
4. Data based project
   ABC 11/08
   Data Collection 12/1
5. Functional assessment 12/06

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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>9/03</td>
<td>Introduction to Class</td>
<td>1</td>
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<tr>
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<td>Models of behavior</td>
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<tr>
<td>9/10</td>
<td>Principles of Applied Behavior Analysis</td>
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<td></td>
<td>Operational Definitions</td>
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<td>9/17</td>
<td>Behavioral Objectives</td>
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<td>9/24</td>
<td>Behavioral Assessment</td>
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<td>Review for exam</td>
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<td>10/01</td>
<td>EXAM I</td>
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<td>10/08</td>
<td>Methods of Recording Behavior</td>
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<td>10/15</td>
<td>Data Presentation and Analysis</td>
<td>5</td>
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<td>10/22</td>
<td>Increasing Behavior</td>
<td>8</td>
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<td>10/29</td>
<td>Decreasing Behavior</td>
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<td>EXAM II</td>
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<td>11/12</td>
<td>Functional Behavioral Assessment</td>
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<td>Developing Interventions based on FBA</td>
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<td>11/19</td>
<td>Establishing Stimulus Control</td>
<td>10</td>
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<td>11/26</td>
<td>Generalization</td>
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<td>Self Management</td>
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<td>Responsible use of ABA</td>
<td>2</td>
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<tr>
<td>12/10</td>
<td>Review for exam</td>
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</tbody>
</table>
ABC PROJECT SCORE SHEET

OPERATIONAL DEFINITION 4 (ALL OR NONE)

DESCRIPTION OF TIME AND SETTING 3

DATA SHEET
   NAME OF DATA COLLECTOR 1
   NAME OF PARTICIPANT 1
   DATE 1
   TIME 1
   BEHAVIOR 2
   INTERVAL DIVISION 1

ABC
   STRUCTURALLY CORRECT 4
   OBSERVABLE TERMS USED 4
   10 OBSERVATIONS 2

DATA COLLECTION SYSTEM 4

SUMMARY
   INCLUDES OBSERVABLE TERMS AND AVOIDS EXPLANATORY FICTIONS 4
   REFLECTS ABC DATA 4
   LOGICAL CONCLUSIONS 4
DATA-BASED PROJECT SCORE SHEET: PART I

DESCRIPTION OF BEHAVIOR AND RATIONALE FOR SELECTING IT  4
OPERATIONAL DEFINITION OF BEHAVIOR  4

ABC
- STRUCTURALLY CORRECT  3
- OBSERVABLE TERMS USED  2
- 10 OBSERVATIONS  2

SUMMARY
- INCLUDES OBSERVABLE TERMS  2
- Reflects ABC DATA  4
- LOGICAL CONCLUSIONS  4

DATA-BASED SCORE SHEET-PART II

TYPE OF DATA COLLECTED  3
PROCEDURES USED TO COLLECT DATA  6
RAW DATA COLLECTION SHEET  3
GRAPH OF DATA  3
DISCUSSION
- INCLUDES OBSERVABLE TERMS
  AND AVOIDS EXPLANATORY FICTIONS  2 (ALL OR NONE)
- Reflects data  1
- LOGICAL CONCLUSIONS  2

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