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

Fall, 2011, 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 OBJECTIVES:

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.

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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
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.

EVALUATION

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. Observation and Data Recording (40 pts.). For your ABC project (40 pts) 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 have this project approved by Dr. Egel no later than 9/30 (5 pts).
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. **You must have your topic approved by Dr. Egel PRIOR TO October 11, 2011 (5 pts).**

When selecting a behavior to observe, be sure that it is observable, measurable, and repeatable. After identifying and operationally defining a behavior, complete an ABC analysis of the behavior. Remember, an ABC analysis involves identifying the antecedent and consequent events for a particular behavior. The conditions and procedures you use each week 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 11th.**

Once steps 1-4 are completed you then continue with steps 5-8 (in other words, **THE ABC MUST BE DONE PRIOR TO IMPLEMENTING THE STEPS BELOW**).

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 Dec. 2.**

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.

**Accommodations for Students with Disabilities:** If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible. For information on accommodations see [www.counseling.umd.edu/DSS](http://www.counseling.umd.edu/DSS). Disability Support Services requires that students request a form for accommodations each semester. It is your responsibility to present the form for accommodations to me ASAP.

**Academic Integrity:** The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. The Code 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 University Senate asks instructors to consider requiring students to write the following signed statement on each examination or assignment:

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

**Religious Observance:** The University System of Maryland policy "Assignments and Attendance on Dates of Religious Observance" states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they be allowed to make up academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time.

**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).

**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:

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<thead>
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<th>% of total points &amp; corresponding letter grade</th>
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<tbody>
<tr>
<td>100 - 98 = A+</td>
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<tr>
<td>97 - 93 = A</td>
</tr>
<tr>
<td>92 - 90 = A-</td>
</tr>
<tr>
<td>89 - 88 = B+</td>
</tr>
<tr>
<td>87 - 83 = B</td>
</tr>
<tr>
<td>82 - 80 = B-</td>
</tr>
<tr>
<td>77 - 73 = C</td>
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<tr>
<td>79 - 78 = C+</td>
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<tr>
<td>72 - 70 = C-</td>
</tr>
<tr>
<td>69 - 68 = D+</td>
</tr>
<tr>
<td>67 - 63 = D</td>
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<tr>
<td>62 - 60 = D-</td>
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CourseEvalUM Fall 2011

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. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

ASSIGNMENT DUE DATES

1. Proposal for observation and data recording project no later than 9/30
2. Proposal for data-based project prior to 10/05
3. Observation and data recording project 10/14
4. Data based project
   ABC 11/11
   Data Collection 12/02
5. Functional assessment 11/18

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## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>9/06</td>
<td>Introduction to Class Models of behavior</td>
<td></td>
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<tr>
<td>9/13</td>
<td>Principles of Applied Behavior Analysis</td>
<td>1</td>
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<tr>
<td></td>
<td>Operational Definitions</td>
<td>2</td>
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<td>9/20</td>
<td>Behavioral Objectives</td>
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<td>9/27</td>
<td>Behavioral Assessment</td>
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<td>Review for exam</td>
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<td>10/04</td>
<td>EXAM I</td>
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<tr>
<td>10/11</td>
<td>Methods of Recording Behavior</td>
<td>3</td>
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<tr>
<td>10/18</td>
<td>Data Presentation and Analysis</td>
<td>4</td>
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<td>10/25</td>
<td>Increasing Behavior</td>
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<td>11/01</td>
<td>Decreasing Behavior</td>
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<td>11/08</td>
<td>EXAM II</td>
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<tr>
<td>11/15</td>
<td>Functional Behavioral Assessment</td>
<td>6</td>
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<td>Developing Interventions based on FBA</td>
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<td>11/22</td>
<td>Establishing Stimulus Control</td>
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<td>11/29</td>
<td>Generalization</td>
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<td>Self Management</td>
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<td>12/06</td>
<td>Responsible use of ABA</td>
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<tr>
<td>12/13</td>
<td>Review for exam</td>
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