LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-22m	AP-6/30/09	App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person	Email Address
Sue Rieg/Dianne Ferrell	srieg@iup.edu/dianne.ferrell@iup.edu
Proposing Department/Unit	Phone
Professional Studies in Education/Special Education and Clinical Services	724-357-2400/724-357-5680

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

   __X__New Course   _____Course Prefix Change   _____Course Deletion

   _____Course Revision   ____Course Number and/or Title Change   _____Catalog Description Change

	ECSP 340 Introduction to Classroom and Behavior Management
Current Course prefix, number and full title	*Proposed course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate

   _____ This course is also proposed as a Liberal Studies Course.   _____ Other: (e.g., Women's Studies,

   _____ This course is also proposed as an Honors College   Pan-African)

Course.

3. Program Proposals

   _____Catalog Description Change   _____Program Revision

   _____New Degree Program   _____Program Title Change   _____Other

   _____New Minor Program   _____New Track

Current program name	*Proposed program name, if changing*

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Mary Anne Hannibal*	3/30/09
	Joseph Dombradu	3.30.09
Department Chair(s)	*Jerry Bru*	3/30/09
	Joseph Dombradu	3.30.09
College Curriculum Committee Chair	*Joseph Domaradu*	4.27.09
College Dean	*Mary Ann Rafath*	4.27.09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	7-9-09

* where applicable

Part II Description of Curriculum Change

1.New Syllabus of record

ECSP 340 Introduction to Classroom and Behavior Management   3c-0l-3cr

Prerequisites: ECED/EDEX major, Admission to Teacher Education Step 1

I.   CATALOG DESCRIPTION:

Presents an overview of classroom organization and management, and systematic behavior change techniques required for effective teaching and enhanced student learning for all children in Pre-K through Grades 4 and students identified with special needs or at-risk through Grade 8. The research-based classroom management and behavioral techniques can be used to create a positive learning environment for all students in an inclusive setting.

II.   COURSE OUTCOMES:

The students will

1. create a classroom management plan that demonstrates effective management, positive behavioral support, and organization of a positive learning environment to enhance learning for each and every student. (*PDE-II.A; NAEYC-1.D, 9.A; CEC-II.C.2a.1, II.C.2.ii, IV.B.1,4,5,6, VII.B)*

2. investigate a variety of theories, models, and legal issues related to classroom management and individual behavioral development. (*PDE-II.A; NAEYC-1.B, 1.D, 1.E; CEC-I.A.2,3,I.A.6,9, I.C.9,II.C.b III.N)*

3. identify the expected behaviors of students at various age levels and with varied behavioral needs. (*PDE- I.B.; NAECY-1.D; CEC I.C.1, 4, 9)*

4. assess classroom and individual data to make informed instructional decisions. (*PDE-II.D; NAEYC-I.E; CEC-I.C.1, 4, 9)*

5. apply specific techniques of classroom management, cognitive methods, and applied behavior analysis with students in a variety of settings and use these techniques as an integral part of effective instruction. (*PDE- II.A, II.B, II.C, II.D; NAEYC- 1.B, 1.C, 1.D, 1.E, 9.A; CEC- II.C.2.c.i.,III.C,F,K,N; IV.A.7; IV.B.14, 15, 16, 26; IV.E.1,7)*

6.   evaluate and monitor the effects of classroom management and positive behavior support procedures in a variety of settings. (*PDE- I.D, II.A., II.D.; NAEYC-1.B, 1.D, 1.E, 9.A; CEC-IV.B.7,9)*

7. demonstrate professional dispositions, ethical behavior and knowledge of best practices regarding the implementation positive behavior support procedures as well as potentially useful aversive strategies/techniques. (*PDE-III.B; NAEYC-1.B, 1.D, 1.E; CEC-VI.E,F)*

STUDENT OUTCOMES AND ASSESSMENT MATRIX:

Objective	PDE Competency	NAEYC Standard	CEC Standard	Assessment
1.	II.A	1.D, 9.A	II.C.2a.1; II.C.2.ii, IV.B.1,4,5,6; VII.B	**Classroom Management/ Behavior Management Plan**
2.	II.A	1.B; 1.D; 1.E	I.C.2,3; I.A, .6,9; I.C.9; II.C.b; III.N	Presentation (?)
3.	I.B	1.D	I.C.1,4,9	Classroom Management/ Behavior Management Plan
4.	II.D	I.E	I.C.1,4,9	Group Project (?)
5.	II.A; II.B; II.C: II.D	1.B; 1.C; 1.D; 1,E; 9.A	II.C.2.c.i; III.C,F,K,N; IV.A.7; IV.B.14, 15,16, 26; IV.E.1,7	Classroom Management/ Behavior Management Plan
6.	I.D: II.A; II.D	1.B; 1.D; 1.E; 9.A	IV.B.7,9	Simulations/ Observations (?)
7.	III.B	1.B, D, E	VI.E,F	Classroom Management/ Behavior Management Plan

DETAILED COURSE OUTLINE

Week 1   Introduction to Classroom and Behavior Management
Charlotte Danielson Framework

Week 2   Self-Management / Self Control Inventory
Management vs. Discipline

Week 3   Model Theorist Presentations – B.F. Skinner and
William Glasser

Week 4   Preparing the Classroom for Diverse Learners

Week 5	First Day / First Week of School Establishing Classroom Procedures and Routines
Week 6	Lesson and Behavioral Objectives Theorist Presentations EXAM 1
Week 7	Using Proactive Behavior Intervention Theorist Presentations
Week 8	Differentiated Instruction Theorist Presentations
Week 9	Assessments – Classroom and Behavioral Theorist Presentations
Week 10	Assessments – Analyzing Data
Week 11	Positive Expectations for Appropriate Behavior Character Education
Week 12	Managing Problem Behaviors / Corrective Strategies
Week 13	Legal Issues
Week 14	Reflective Teaching / Professionalism

EXAM 2 DURING FINALS WEEK

IV. EVALUATION METHODS

1. **Classroom Management / Behavior Management Plan** – You will create a classroom management / behavior management plan based on ideas from your text, class discussions and handouts, individual research, class presentations, and classroom observations. When developing this plan it is important to keep in mind the physical, cognitive, language, and social-emotional needs of all of your students. The classroom management plan will include strategies/techniques for creating a positive classroom environment. These strategies/techniques may include: a) attempting to prevent unwanted behaviors prior to their occurrence; b) increasing or strengthening desired behaviors; c) maintaining and generalizing desired behaviors; and/or d) extinguishing or decreasing undesired behaviors. The classroom management plan must contain three components. One component that addresses the problem and preventative strategies, a component that outlines strategies/techniques for support of students' positive behavior and academic gains, and a component for correcting problems when they do occur. **Additional Assessment:** Behavior or Classroom Management Theorist Presentations.

Students will work in small groups to research a theorist, and then prepare a presentation for the rest of the class. Presentations must include technology (not necessarily PowerPoint) and must include a handout that highlights preventive, supportive, and corrective strategies. A rubric will be provided.

V. EXAMPLE GRADING POLICY

Examination 1	50 points
Examination 2	50 points
Assignment 1-Classroom Management Project	100 points
Assignment 2- Semester Self-management Activity	50 points
Assignment 3 –Theorist Presentation	25 points
Homework/Quizzes/In-class work	50 points
Participation (whole/base groups)	25 points

TOTAL POSSIBLE POINTS: 350
Final grades will be based on percentage of total points from course assessments

A   93% - 100%
B   83% - 92%
C   73% - 82%
D   63% - 72%
F   <63%

VI. Attendance Policy

Students should adhere to the attendance policy outlined in the IUP undergraduate catalog.

VII. SAMPLE RECOMMENDED TEXTS

Pearson CustomText combining:
Henley, M. (2006). *Classroom management: A proactive approach.* Pearson/Merrill/Prentice Hall: Upper Saddle River, NJ.

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

VIII. ADDITIONAL SPECIAL RESOURCES
        None

IX. BIBLIOGRAPHY

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Harvey, J., & Brighouse, T. (2006). *Valuing and educating young people: Stern love the lyward way*. Philadelphia, PA: Jessica Kingsley Publishers.

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Keenan, K., Henderson, M., Kerr, K. P., & Dillenburger, K. (Eds.). (2005). *Applied behavior analysis and autism: Building a future together*. Philadelphia, PA: Jessica Kingsley Publishers .

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Websites

www.aamr.org - American Association for Mental Retardation
www.asdc.org – Association for Supervision and Curriculum Development
www.cec.sped.org - Council for Exceptional Children
www.thearc.org - The ARC (Formerly Association for Retarded Citizens)
www.ddrcco.com - Developmental Disabilities Resource Center
www.pattan.k12.pa.us - Pattan Pa Special Education Web Site
www.autism-society.org - National Autism Society
www.ndss.org - National Down Syndrome Society
www.rettsyndrome.org - International Rett Syndrome Society
www.fragilex.org/home.htm - National Fragile X Foundation
www.cdlsusa.org -Cornelia de Lange Foundation Outreach
www.pwsausa.org/index.html - Praeder-Willi Syndrome Association
www.ldonline.org - LD Organization

THIS IS JUST A SMALL SAMPLE OF THE WEBSITES AVALABLE – YOU MUST BE JUDICIOUS IN YOUR USE OF WEBSITES AS SOME ARE NOT PROFESSIONAL! REMEMBER – ANYONE CAN CREATE A WEBSITE AND BECOME AN "EXPERT" WITHOUT ANY TRAINING. **DO NOT USE WIKIPEDIA – THAT IS NOT MONITORED FOR ACCURACY!!!!**

Overall Great and Recommended Websites
http://www.education-world.com/preservice/learning/

Provides information to preservice teachers, ranging from basic classroom management to lesson planning.

http://www.nichcy.org
The National Information Center for Children and Youth with Disabilities. A great site for publications and information related to IEP development, writing objectives, assessment, behavior management, and other topics related to educating individuals with disabilities.

http://maxweber.hunter.cuny.edu/pub/eres/EDSPC715_MCINTYRE/715HomePage.html
(*****Highly recommended)
Everything you want to know about behavior management, with links to many other sites.
http://www.envmed.rochester.edu/wwwrap/behavior/jaba/jabahome.htm
Website of the *Journal of Applied Behavior Analysis.*
http://www.behavior.org/
The Cambridge Center for Behavioral Studies provides a wealth of information on behavioral principles and strategies.
http://www.state.ky.us/agencies/behave/homepage.html
The University of Kentucky's behavior home page.

http://www.pbis.org/english/
The OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports.

http://www.disciplinehelp.com
Provides suggestions about various behavioral issues a teacher may encounter.

Suggested Journals

Adolescence
American Association for the Education of the Severely/Profoundly Handicapped Review
American Journal of Mental Retardation
Analysis and Intervention in Developmental Disabilities
American Journal of Psychology
Applied Research in Mental Retardation
Behavior Disorders
Behavior Modification
Behavior Research and Therapy
Behavior Research of Severe Developmental Disabilities
Behavior Therapy
Child Development
Communication Disorders
Developmental Psychology
Early Childhood Education Journal
Education and Training in Mental Retardation and Developmental Disabilities

Education and Treatment of Children
Journal of Applied Behavior Analysis
Exceptional Children
Journal of Behavioral Education
Focus on Autism and Other Developmental Disabilities
Journal of Consulting and Clinical Psychology
Intervention in School and Clinic
Journal of Learning Disabilities
Journal of Abnormal Psychology
Journal of Educational Psychology
Journal of the Association for the Severely Handicapped
Journal of Special Education
Journal of Autism and Childhood Schizophrenia
Mental Retardation
Journal of Counseling Psychology
Psychology in the Schools
Research in Developmental Disabilities
School Psychology Review
Teaching Exceptional Children
Theory into Practice
Journal of Emotional and Behavioral Disorders
Journal of Experimental Analysis of Behavior

Appendix A

Behavior Management/Change Program Format and Classroom Management Plan:

1.   Program Designer/Implementer:

2.   Designed For: *(First name or initials)*

3.   General Description of Problem Behavior (s): (as applicable)

   Behavior Targeted For This Program: *(specify)*

   A.   Time(s) Of Occurrence? *(e.g., each meal, swears 6 times per hour)*

   B.   Does Behavior Occur Consistently In Presence Of Specific Person Or Activity? *(e.g., when frustrated, when around parents)*

   C.   Is Behavior Related To Difficulty Or Undesirability Of Task? *(Or something else?)*

4.   Statement Of Behavior To Be Decreased (In Observable Terms): (e.g., Bobby hits 12 times per day)

   OR

Statement Of Behavior(s) To Be Increased (In Observable Terms): (e.g., Bobby finishes 1 out of 5 assignments per day)

5.   What Function Does This Behavior Serve? *(e.g., releases tension, laziness)*

6. Behavioral Objective (A-B-C-D):

7. What Behaviors Will You Attempt To Increase To Replace The Function Currently Served By This Targeted Behavior? (e.g., Bobby verbally expresses anger, completing tasks will earn computer time). Use this if decreasing behavior!]

8. What Reinforcement Will Be Used?

    A. How Do You Know This Is Reinforcing?

    B. What Is Your Contingency Plan If This Reinforcement Does Not Work?

9. Baseline Procedures: *(In steps)*

10. Treatment Procedure: *(In steps)*

11. How Often Will Data Be Analyzed? *(e.g., daily, weekly)*

12. Generalization Plan (the plan for generalizing this behavior to other settings, etc.): *(In steps)*

13. Maintenance Plan (the plan for maintaining this behavior in the future): *(In steps)*

After Behavior Management Plan Has Been Implemented:

1. Evaluate the Plan (e.g., what would you Do differently and Why? (Specific Problems and Solutions; Was the Plan Implementation Worthwhile? How Can You Make This Process More Efficient? Identify and Describe Your Major Difficulty with this Type of Intense Behavior Management....

CLASSROOM MANAGEMENT PLAN
OUTLINE

I. Introduction
- Why is it important to have a classroom management plan?
- Why prevent, support, and correct?

II. Preventive
- How will you prevent problems from happening in your classroom?
- What will you do to prepare before the first day of school? On the first day? The first week? The first month?
- Rules (give examples)
- Routines and Procedures (give examples)
- Lessons

III. Supportive
- How will you support good behavior and academic gains in your classroom?

- Intrinsic rewards? Extrinsic rewards?
- Lessons

IV. Corrective
- How will you correct problems when they occur?
- Least intrusive to most intrusive (the look to individual behavior plan)
- Hierarchy of consequences

V. Conclusion
- SUMMARIZE key points from your plan – preventive, supportive, and corrective
- What did you learn from developing this plan?

Your plan should include information from textbooks, handouts, class discussions, observations, and other research. There should be a clear commitment to working with diverse students. In order to keep the plan organized and manageable, insert information after each class period.

Course Analysis Questionnaire
ECSP 340 Introduction to Classroom and Behavior Management

Details of the Course

A1. This course is designed for all majors in the ECED /Special Education PreK- Grade 4 major.

A2. This course is one of several courses being proposed within the Early Childhood Education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include
EEX 4604 Behavior Management University of South Florida
ESE 411 Classroom and Behavior Management Cleveland State University
K453 Management of Behavior Indiana University- Purdue Fort Wayne

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education

Section B: Interdisciplinary Implications

B1. The ECSP prefix denotes a course that will be co-taught. This course will be taught by appropriately qualified instructors in both the PSE and EDEX departments.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

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C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant.

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer 4 to 5 sections of this course each year as enrollment data dictate.

C6. Each section of this course will accommodate 20-25 students.

C7. No such recommendations are made.

C8. This is not a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

No additional information is required

2. Summary of Changes

EDEX 340 Introduction to Behavior Management in Special Education	ECSP 340 Introduction to Classroom and Behavior Management-PreK to Grade 8
An overview of systematic behavior change techniques for use with students in a variety of special education settings, including integrated, resource, self-contained, special school, and residential. Emphasizes a case analysis approach to creating and evaluating behavioral changes for students with mild to severe disabilities.	Presents an overview of classroom organization and management, and systematic behavior change techniques required for effective teaching and enhanced student learning for all children in Pre-K through Grades 4 and students identified with special needs or at-risk through Grade 8. The research-based classroom management and behavioral techniques can be used to create a positive learning environment for all students in an inclusive setting.

ECSP 340 is being proposed to address the need for deep understanding of classroom management and individual behavior management. This course is designed to address the competencies required by PDE for both ECED and EDEX certification. The ECSP prefix, reflects a co-taught model. The catalog description, and attendant instructional activities have been revised by collaborators from both departments to reflect the instructional needs of this audience.

3. Justification/Rationale for Change

This course is proposed to comply with the Pennsylvania Department of Education change in certification guidelines from k-6, to Prek- Grade 4. Additionally, this proposal has been developed with a focus towards the blended ECED/EDEX program which is proposed so that concepts, strategies, and course content from both the ECED and EDEX certification guidelines are included.

4. Old Syllabus of Record

EDEX 340
INTRODUCTION TO BEHAVIOR MANAGEMENT IN SPECIAL EDUCATION

Dianne Raeke Ferrell, Ph.D.   email: dferrell@iup.edu
Spring Term, 2002 (01-50)   Phone: 724-357-2456
Office - 212 Davis Hall   Home: 412-244-1427/Ind 463-3707

COURSE DESCRIPTION:

This course presents an overview of systematic behavioral change techniques for use with students in a variety of special and regular education settings, including inclusionary, resource, self-contained, special school, and residential placements. The techniques may be used for classroom-wide and individual behavioral change/support and for students with mild to severe disabilities.

COURSE OBJECTIVES:

The student will demonstrate a knowledge of:
   A.   the application of specific techniques of applied behavior analysis with special education students in a variety of service delivery models, including techniques to

     1. increase or strengthen desired behavior
     2. maintain or generalize desired behavior

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3. extinguish or decrease undesired behaviors; **(Chapter 354: 1A, 1B, 1D, 11B, 11E;**

      CEC: Standard 1, 2, 3, 5 & 7)

B.   the use of these techniques as an integral part of instruction for effective teaching; **(Chapter 354: 11B, 11C, 11D; CEC: Standard 4, 5, & 7)**

C.   the use of data to make informed instructional decisions; **(Chapter 354: 1G, 1J, 11F; CEC: Standard 4, 6, 7, & 8)**

D.   the application of specific cognitive and self-management techniques in solving behavior problems in a variety of special education settings; **(Chapter 354: 1J, 11B, 11F; CEC: Standard 4, 5, 6, & 7)**

E.   the ability to monitor and evaluate the effects of behavior intervention procedures in a variety of classroom, home, and community settings; and **(Chapter 354: 11B, 11G; CEC: Standard 5, 6, & 7)**

F.   the ethics and preferred practices regarding aversive as well as positive procedures. **(Chapter 354: 11B, 11E, 111A, 111B, 111E; CEC: Standard 5, 7, & 9)**

The student will demonstrate the ability to:

G.   write behavior management plans (and change as necessary) and

H.   implement behavior management plans. **(Chapter 354: 1B, 1G, 1J, 11A, 11E; CEC: Standard 2, 4, 5, 7, & 8)**

METHOD OF INSTRUCTION:
This course uses a lecture/class discussion format. Small and large groups are used for discussion, problem solving, and cooperative learning.

Discipline Specific Standard/ Program Objective	Course Objective and Performance Indicator	Course Assessment Measuring Objective
1. Foundation	A, B, C	Behavior Management Plans Exam 1
2. Development & Characteristics	A & H	Quizzes and In-class assignments Exam 1
3. Learning Differences	A, D	Behavior Management Plans Exam 1
4. Instructional Strategies	B, C, D, & G	Behavior Management Plans Quizzes Exam 2
5. Environmental & Social Interaction	A, B, D, E, F & H	Behavior Management Plans Class Participation Exam 2 Self-Management Plan
6. Communication	C, D, E, & G	Behavior Management Plans Class Participation Self-Management Plan
7. Instructional Planning	A, B, C, D, E, F, & H	Behavior Management Plans Quizzes and In-class assignments Exam 3
8. Assessment	C, E, & H	Behavior Management Plans Quizzes Exam 3
9. Ethics	F	Exam 3
10. Collaboration	H	Behavior Management Plan Self-Management Plan

PREREQUISITES: EDEX 111, EDEX 112, and PSYC 101

REQUIRED TEXTS:

Alberto, P. A., & Troutman, A. C.. (1999). Applied behavior analysis for teachers (5th ed.). Englewood Cliffs, NJ : Prentice-Hall, Inc.

Book of information and additional readings from <u>Pro-Packet.</u> (Supplement)

RECOMMENDED MATERIALS FOR COURSE:

1. Graph paper - 4 squares to the inch (inexpensive at discount stores) - You will not need copious quantities of the paper so you all may wish to pool resources

2. Colored pencils for graphing data

OFFICE HOURS: (Tentative Schedule)   Appointments are recommended. Arrangements for additional times are possible. <u>Please see me to schedule an appointment.</u>

T - 7:30 - 8:00 AM	W - 8:00 - 9:00 AM	R - 7:30 - 8:00 AM
9:30 - 11:00 AM		9:30 - 11:00 AM

COURSE REQUIREMENTS:

1. <u>Attendance Policy:</u>   The University expects all students to attend class (Council of Trustees, May 13, 1994). Students in this course are preparing to join the teaching profession. As such, professional behavior is expected. University policy states that the final grade in the class may be lowered for each three (3) hours of unexcused absences. Two unexcused absences are permitted but not suggested. Because this class only meets twice a week, your grade may be lowered a letter grade for additional unexcused class absences. Students who are unable to come to class should notify Mrs. Johnson (724-357-2450) in the Special Education office or the instructor. <u>In addition</u>, documentation regarding the absence is to be given to the instructor at the next class meeting.

2. <u>Participation:</u> Students are expected to actively participate in all classes and participation is more likely to occur when the student is present. However, mere presence is not sufficient. Participation includes but is not limited to

   a. completing the assigned readings and homework <u>prior</u> to class
   b. participation in Professional Development Team's cooperative learning activities by preparing materials, making contributions, asking questions, and assuming specific roles (e.g., encouraging others, clarifying, reading to Professional Development Team and recording information for the team)
   c. actively listening (e.g., paraphrasing and soliciting ideas, attending to the all speakers including classmates as well as the instructor) and taking notes as appropriate.

Some areas participation **does not** include:

    a. off-topic discussions with peers

    b. doing work for other classes

    c. interrupting the class or interfering with the learning process.

3. Use the IUP library, books and articles made available by the instructor, and, where appropriate,
your peers as resources.

4. No tape recording is permitted without approval of instructor and classmates. Exceptions are made for students with disabilities who require tape recordings of classes. However, tape recorders must be in full view at all times and requests to not record sensitive material may be made by students or the instructor.

5. There are penalties for late assignments. Homework assignments will not be accepted after the due date. <u>A minimum of 5 points per day will be deducted from the points earned for individual assignments.</u> Examinations cannot be made up unless arrangements are made prior to the exam and the student submits in writing the planned date of absence and the reason.

6. All formal written work should be word processed. All graphs are to be done by hand – <u>NOT ON THE COMPUTER!</u>

7. Use the following reference for style and format issues related to written assignments:

    American Psychological Association (2001). <u>Publication manual of the American Psychological Association</u> (5th ed.). Washington, DC: Author.

STUDENTS WHO ARE DISABLED: It is recommended that students who have disabilities identify themselves at the <u>beginning of the semester</u> so that class and assignment accommodations/modifications can be made. In addition, it is recommended that students who have disabilities contact Disabled Student Services Office (724-357-4607) for additional services.

EVALUATION:

Examination 1	10%	50 points
Examination 2	15%	75 points
Examination 3	15%	75 points
Assignment 1	15%	75 points
Assignment 2	20%	100 points
Homework/Quizzes	10%	50 points
Semester Self-management Activity	10%	50 points
Participation (whole/base groups)	5%	25 points

TOTAL POSSIBLE POINTS: 500

A = 465 - 500   93% - 100%
B = 415 - 464   83% - 92%
C = 365 - 414   73% - 82%
D = 315 - 364   63% - 72%
F =   < 315   <63%

COURSE OUTLINE
Some variation may occur due to fortuitous events (e.g., weather, illness)

DATE	ASSIGNMENTS/ TOPIC READINGS DUE
1/17/02	Introduction to the Course
1/22 - 1/24/02 Chapter 1	Roots of ABA
1/29 - 1/31/02 Chapter 12	Teaching students to manage their own behavior
2/5 - 2/7/02 Chapter 2	Responsible use of ABA
2/12, 2/14, 2/19/02 Supplement	Appendix D, E, F
	Behavioral objectives
Chapter 3 2/19/02*** Draft -Beh. Man. Plan	
2/21/02	EXAMINATION
2/26-2/28/02 Chapter 4	Collecting data
3/5 - 3/7/02	**SPRING BREAK NO CLASSES**
3/12 - 3/14/02 Chapter 5 3/14/02*** Assignment 1	Graphing Data
3/19 - 3/21/02 Chapter 7	Increasing Behavior
3/26 - 3/28/02 Chapter 8	Decreasing behavior
4/2/02	EXAMINATION
4/4- 4/9/02	Differential reinforcement

Chapter 9
4/9/02***
   Draft-Beh. Man. Plan
4/11 - 4/16/02   Guidelines - Chapters 1 - 5
   Supplement
                           Functional assessment/analysis
   Chapter 10

4/18 - 4/23/02   Generalization
   Chapter 11
4/23/02***
   Assignment 2

4/25 - 4/30/02   Putting it all together
   Chapter 13
4/30/02***   **Self-management plan due**
   May ---   **FINAL EXAMINATION (as scheduled)**

      Notes   *******   Indicates a due date for an Assignment
                           <u>ASSIGNMENTS</u>

Assignment 1   Write and implement a behavior management plan to increase a
                           behavior using format in the syllabus. **(DUE 3/14/02)**

Assignment 2   Write and implement a behavior management plan to decrease
                           a behavior using format in the syllabus. **(DUE 4/23/02)**
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<u>Semester Self Management Plan - DUE 4/30/02</u>

   1.   Session Chart of Data
   2.   Graph of Data - neatly done
   3.   Evaluation of Self-Management Plan

         a.   What did you like most about this process?
         b.   What did you like least?
         c.   What impact did this self-management process have on your
   behavior - in class, preparing for class, actual learning?
         d.   General Comments

BEHAVIOR MANAGEMENT PROGRAM FORMAT-------
Assignments 1 and 2

1.   Program Designer/Implementor:

2.   Designed For: *(First name or intials)*

3.   General Description Of Problem Behavior (s):

Behavior Targeted For This Program: *(specify)*

A.   Time(s) Of Occurrence? *(e.g., each meal, swears 6 times per hour)*

B.   Does Behavior Occur Consistently In Presence Of Specific

Person Or Activity? *(e.g., when frustrated, when around parents)*

C.   Is Behavior Related To Difficulty Or Undesirability Of Task? *(or something else?)*

4.   Statement Of Behavior To Be Decreased (In Observable Terms):

OR

Statement Of Behavior(s) To Be Increased (In Observable Terms):

5.   What Function Does This Behavior Serve? *(e.g., releases tension, laziness)*

6.   Behavioral Objective (A-B-C-D):

7.   What Behaviors Will You Attempt To Increase To Replace The Function Currently Served By This   Targeted Behavior?

8.   What Strategy Will Be Used? (e.g., Differential Reinforcement, Extinction)

Continued on next page

9.   What Reinforcement Will Be Used?

A.   How Do You Know This Is Reinforcing?

B.   What Is Your Contingency Plan If This Reinforcement Does Not Work?

10.   Baseline Procedures: *(In steps)*

11.   Treatment Procedure: *(In steps)*

12.   How Often Will Data Be Analyzed? *(e.g., daily, weekly)*

13.   Generalization Plan (the plan for generalizing this behavior to other settings, etc.): *(In steps)*

14.   Maintenance Plan (the plan for maintaining this behavior in the future): *(In steps)*

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15. Behavior Plan Evaluation

After Behavior Management Plan Has Been Implemented:

1.   Evaluate The Plan
    A.   What Would You Do Differently And Why? (Specific Problems And <u>And</u> Solutions)
    B.   Was The Plan Implementation Worthwhile?
    C.   How Can You Make This Process More Efficient?
2.   Identify and Describe Your Major Difficulty with this Type of Intense Behavior Management Plan.