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C&I 463.01: Advanced Classroom Management for Exceptional Learners

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University of Montana—Missoula
Department of Curriculum and Instruction

C&I 463: Advanced Classroom Management for Exceptional Learners (3 cr.)
Spring 2008
Tuesday, 5:10-8:00pm
Education, Room 314

Instructor: **Ann N. Garfinkle, PhD**
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Office hours: By appointment

Text

Chandler, L. K. & Dahlquist, C. M. (2002). *Functional Assessment: Strategies to Prevent and Remediate Challenging Behaviors in School Settings*. Columbus, OH; Prentice Hall. Or second edition of the same book.

Additional texts may be assigned by the instructor.

Course Description

As described in the University Course Catalogue, this course provides an in-depth study of the principles and procedures for managing problem behaviors with an emphasis on prevention and classroom management. A 30-hour field work experience is required.

Course Objectives

After successful completion of this course, students will be able to:

1. recognize, define, and apply the laws of behavior including concepts such as positive reinforcement, negative reinforcement, discipline, punishment, shaping and fading.
2. understand and describe Applied Behavior Analysis (ABA) and its contribution to current recommended practice in classroom management and positive behavioral support.
3. understand, describe and implement a behavior plan based on the principles of positive behavioral support, this includes understanding strategies that are proactive vs. reactive.
4. identify, understand and implement current research that addresses issues concerning the identification and treatment of challenging behaviors

5. identify, understand and use a variety of assessment tools—both formal and informal to understand behavioral challenges and to measure the effectiveness of intervention
6. understand the legal implications of the current IDEA as it relates to behavioral issues
7. understand the importance of working with challenging behaviors
8. understand and experience the importance of working with a team in the identification and treatment of problem behaviors

Expectations

Conduct Code:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321>.

If there are questions about how the code applies to a class activity (i.e., group work), please consult with the course instructor prior to engaging in that activity.

People-first language:

As a field, we have adopted the use of “people-first language” when referring to people with identified disabilities. That means that we emphasize the person before the disability. For example, we would say, “child with autism” not “autistic child”. For a more elaborate description of the language to use when describing people with disabilities, please consult page 69 of the *Publication Manual of the American Psychological Association, 5th edition* (APA, 2001). Or the information packet distributed on the first day of class.

Accommodations:

I am more than happy to work with students and Disability Services for Students (DSS) to make accommodations that will facilitate student’s class participation and learning. Please see me individually at the beginning of the term to make a plan for these accommodations.

Student Behavior:

In general, students are expected to attend each class session. Students should have completed assignments prior to the class session (this includes assigned reading). Students should be prepared to participate in a variety of learning activities including small and large group discussions.

There may be guest speakers in this course. These volunteer speakers may be people from the University or the community with expertise in a particular area. Whenever there are guest speakers, students are expected to be attentive, courteous, and polite. Failure to behave accordingly will affect the student's class participation grade.

All written assignments are due **at the start of class** on the assigned day. If a student is unable to meet this deadline, the student should make an alternate arrangement with the instructor--*this needs to be done prior to the actual due date*. **No late assignments will be accepted. Late assignments are not eligible for re-doing.**

All written work must be: typed (unless completed in the context of a class session or otherwise specified), double-spaced (unless completed in the context of a class session or otherwise specified), use people-first language, use APA style guidelines, be fully referenced, and be clearly and concisely written.

Course Format

This course will utilize a variety of instructional strategies, including but not limited to: large and small group discussions; instructor and student lead topics; and individual and group learning activities. All course activities have been designed to facilitate student learning and thus the acquisition of the course objectives. Thus, both student attendance and student participation will be reflected in the student's final course grade.

Grading Policy

The two quizzes and the final will be graded by assigning a score based on the quality of the answer. The quizzes are worth 100 points each and the final is worth 200 points. The point total will then be converted to a percent correct which will then be converted into a letter grade based on the following percentages:

93%-100% = A
92%-80%=B
79%-70% =C
69%-60%=D
59% or below = F

Each field-based assignment (not in-class assignments) will be graded using the following criteria: exception, acceptable or do again. "Exceptional" will be used for work that far exceeds what is expected and would be considered exemplary. "Acceptable" will be used for work that has correct content and adequate written quality, but does not exceed expectations. "Do again" is used for work that needs more attention. Work earning this evaluation will be given substantive feedback so that the student knows where to focus his/her efforts. For re-done work, consultation with the Professor, prior to re-written, is advised.

These evaluation criteria will be translated into a letter grade in the following way:

A = at least 8 assignments with an “exceptional” and no “do again” evaluations
B = at least 6 assignments with an “exceptional” and no “do again” evaluations
C= at least 5 assignments with an “acceptable rating” and no more than one “do again” evaluations
D = between two and five “do again evaluations”
F = more than five “do again” evaluations

The grades for field-based assignments and the quizzes and final will be converted to the following scale: A= 4, B=3, C=2, D=1, and F=0. This number score will then be averaged and the resulting number will be used to assign grades in the following way:

4.0-3.6 = A
3.6-3.0 =B
2.9-2.0=C
1.9-1.0 = D
Less than 1.0 = F

Assignment Description

In-class assignments

In-class Journals. In-class journals are used to allow the student and the instructor to have a one-on-one dialogue. Students should include comments about content they found interesting as well as any content related questions that they still have. Completion of the journals is required for a course grade.

Quizzes. All quizzes will have the same format: a terms and concepts definition section and an application section. A study guide will be provided one week prior to each quiz.

Comprehensive Final . The purpose of the final is to allow the student to synthesize the information learned throughout the entire semester. The format of the final will be different that of the quizzes in that it will be more conceptual and will require the student to be analytical in his/her thinking about the course content. A study guide will be provided and some class time will be used to review for the final.

Field-based Assignments

Time Log and Feedback (required for course credit). You are responsible for recoding the time you begin and end your fieldwork as well as the total number of hours for each session. You must record this as you do it, but you do not need to turn in the log until the end of the semester. In order to get credit for the fieldwork, you will also need to have the cooperating teacher fill out a fieldwork evaluation form (which I will provide for you). You need to get a score of at least “basic” on all items.

Pre-intervention assignments.

Map of class traffic. On a blank sheet of paper, draw the classroom, classroom features (i.e., desks, windows, doors). After you have made this drawing, observe where in the classroom problem behaviors occur. Reflect on how the physical environment may be influencing behavior.

Teacher talk. Using a tape recorder, record 10 minutes of the teacher talking. Five minutes should consist of the teacher during a teacher-lead instructional period and the other 5-minutes should be in a less structured, student-driven activity. Transcribe the tape (include who was talking) and determine the teacher's positive to negative statement ratios, not the clarity of the teacher's instructions, analyze what the student's responses tell you about the way that they understood the teacher, and for any teacher talk that you feel could be improved, provide an alternative.

Field notes. For at least three visits, take notes for at least ½ hour. Your notes should focus on the physical and social environment as well as describing the circumstances of challenging behaviors. Make sure to note instances where behavior differs between contexts.

ABCs. After you have determined the student who will be your individual focus, conduct a functional analysis of problem behavior to determine the antecedent, behavior, and consequence of the problem behavior.

Interview. Use the functional analysis interview form with the cooperating teacher to gather more information about the problem behavior.

Class-wide prevention plan. Based on the data you collected from the map of class traffic, your teacher talk transcript, and your field notes together with the information you have learned in class write your idea for a class-wide prevention plan. Make sure you identify the key components of the plan and be as specific as possible. This plan is NOT to exceed two type-written, double-spaced pages.

Individualized Behavior Plan. Based on the information you gathered on the ABCs and the interview, determine what you think the function of the inappropriate behavior is. Next determine, based on your knowledge of the classroom as well as PBS strategies, design an intervention plan. You must identify if you are using an antecedent strategy, a teaching alternative forms strategy, or a consequence-based strategy. Be as specific as possible about the components of the plan. The plan should be so detailed that a person new to the environment could read the plan and know what to do.

Implementation plan. Describe how you will actually make sure that your plan gets implemented. That is, you should describe who will do what, when, and how.

Implementation plan with ongoing data collection and analysis. Implement your plan and take data of the results. Make sure to summarize (i.e., graph) your data and use the data to make any needed changes in the plan. Keep a record of all the changes you made and why you made them.

Summary. After you have completed all the other field-based assignments, look over all your assignments and write a one page SUMMARY of your project. Make sure this summarizes information across assignments—do NOT repeat what you have already written. Also include a critical reflection on what you learned through the assignments and what you would do differently next time.

Extra Credit

You can change the value of 4 field-based assignments (that is a “do again” will become “acceptable” or an “acceptable” becomes an “exemplary”) if you successfully complete this extra credit assignment.

Personal Behavior Change Assignment. The purpose of this assignment is to give you experience changing the behavior of a person (you!). The assignment will last for the entire semester and be composed of the following parts.

Step 1. Identify a behavior that you want to change. This must be a behavior (something that can be seen by another). Define that behavior. Describe how you want to change the behavior (i.e., reduce or increase the frequency of the behavior). If your goal is to reduce the occurrence of the behavior, you must also identify something you want to increase in its place, and vice versa. For example, if you want to increase the number of times you go to the gym, you might need to decrease the number of hours of television you watch. Finally, define your end criteria. In this example, you may plan to go to the gym three times a week. Write this up in a paragraph and turn no later than 2/12.

Step 2. Make a step-by-step plan for how you are going to reach your goal. For the gym example you may do the following:

- 1) visit local gyms
- 2) join gym I like the best
- 3) schedule gym times into schedule
- 4) buy new gym clothes and gym bag
- 5) pack bag night before scheduled gym time and put bag in car
- 6) go to gym

In this plan you need to plan to “reward” yourself for doing the hard steps. So you will need to identify which part of the new behavior is the hardest for you and follow that by the “reward”. For example if the hardest part of going to the gym is packing your gym bag, then after you do so you can call your best friend or go to a movie, or do whatever makes you feel good. This is due no later than 2/19.

Step 3. Make a data sheet that will help you track your progress on your goal. This is also due no later than 2/19.

Step 4. Implement your plan and take data on your behavior. Review the data every two weeks to see if you need to change your strategy. I am happy to meet with you individually on this step. Ongoing

Step 5. Welcome to the new you! Write up your project and your findings. Reflect on what you did well and what you would do differently next time. Turn in Write up no later than 4/29.

Course Schedule

Week (Date)	In-Class Component	Due
1 (1/22)	<i>Topic:</i> Overview of Course Requirements and Course Content	
2 (1/29)	<i>Topic:</i> The Basics of Applied Behavior Analysis <i>Reading Due:</i> Baer, D. et al. "Some Still-Current Dimensions of Applied Behavior Analysis"	
3 (2/5)	<i>Topic:</i> Introduction to Positive Behavioral Support	
4 (2/12)	<i>Topic:</i> The physical and social environment—prevention! <i>Reading Due:</i> Chapter 4	
5 (2/19)	Quiz 1	
6 (2/26)	<i>Topic:</i> The Function of behaviors <i>Reading Due:</i> Chapters 2 and 5	Class map and Field notes
7 (3/4)	<i>Topic:</i> Antecedent-based strategies <i>Reading Due:</i> Chapter 6	ABCs
8 (3/11)	<i>Topic:</i> Skill replacement Strategies <i>Reading Due:</i> Chapter 6	Teacher Talk
9 (3/18)	<i>Topic:</i> Social Skills <i>Reading Due:</i> TBA	Interview
10 (3/25)	Spring Break	
11 (4/1)	<i>Topic:</i> Communication Skills <i>Reading Due:</i> TBA	Class-wide prevention plan
12 (4/08)	Quiz 2	Individual Behavior Plan and Implementation Plan
13 (4/15)	<i>Topic:</i> Consequence-based interventions <i>Reading Due:</i> Chapter 6	
14 (4/22)	<i>Topic:</i> Reinforcement <i>Reading Due:</i> Chapters 7 and 8	
15 (4/29)	<i>Topic:</i> Generalization and Maintenance <i>Reading Due:</i> Chapter 11	Ongoing Data Collection, Analysis

		Assignment, and Summary of Project
16 (5/5)	<i>Finals Week</i> — final to be taken during regularly scheduled finals time	