COURSE TITLE: Applied Behavior Analysis and Classroom Culture

COURSE NUMBER: EDU 310

Course Description:
Understanding, interpretation and use of behavioral programming in classroom management for students with behavioral challenges are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher’s need to achieve maximum effectiveness in predicting and reinforcing positive behavior. The special education teacher and other professionals are equipped with the skills necessary to effectively manage the behavior of the children entrusted in their care. Teacher candidates will learn about reasons for misbehavior and about several discipline models or options for use by teachers to establish a positive classroom culture. Additionally, teacher candidates will learn how to reinforce and teach new, replacement behaviors that serve the same function as the problematic behaviors.

Pre-Req: EDU 102 and EDU 203

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<th>College Education Program Attributes</th>
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<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
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<td>1. ensuring that programs are knowledge-based;</td>
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<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<td>3. contextual and cultural sensitivity;</td>
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<td>4. facilitating inquiry and reflection, i.e, providing structured opportunities for critical reflection on and taking action in one’s daily work;</td>
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<td>5. enabling authentic participation, collegiality and collaboration;</td>
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<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<td>8. ensuring that programs promote the effective use of technology</td>
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Course Objectives
InTASC Standard 2 – Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3 – Learning Environment
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**InTASC Standard 8 – Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Learning Topic 1 – Behavior Support Planning
   Learning Activities:
   1. Case Study Student
   2. Functional Behavior Assessment
   3. Complete a behavior support plan

Learning Topic 2 – Data Collection
   Learning Activities
   1. Analyze sample data sheets
   2. Create a data report

Learning Topic 3 – Classroom Management Strategies
   Learning Activities
   1. Classroom management Lesson Plan for sample psych report student

Learning Topic 4 – De-escalation Strategies
   Learning Activities
   1. Case study scenarios
   2. Respond to various challenging behaviors with increasingly intense interventions

Structured External Assignment: Students will carry out a case study by selecting a child/student/adult and identify a target behavior. Students will collect data on this behavior and analyze it to make functional/instructional decisions. Then, data will be used to develop a plan to change the subject’s behavior. They would implement the plan, assess whether or not the plan is appropriate, and make recommendations for the future.

**METHODOLOGY:**

**A. Teaching Methods:**
- Textbook chapter readings
- Scholarly article readings
- Powerpoints
- Videos

- Evaluation Procedures: Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)
  - Discussions
  - Journal entries
  - Functional Behavior Assessment
  - Behavior Support Plan
Scenario Responses

Structured External Assignment
Students will have an “in vivo” experience to respond to. Various student interactions will take place and the student will have to respond to four scenarios posted on Blackboard. The rubric will grade the response to each scenario. With each scenario, it is expected that the strategy demonstrate a deeper and more comprehensive reaction. It is important that techniques for teaching self-discipline are incorporated. Please use a journal entry through the module based assignment

Structured External Assignment Rubric

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<tr>
<th>Strategy 1</th>
<th>Strategy 2</th>
<th>Strategy 3</th>
<th>Strategy 4</th>
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Superior
Strategy provided is a positive, proactive, preventative strategy provided to prevent further behaviors from occurring. Strategy addresses problem behavior directly.

Excellent
Strategy provided is positive, proactive and preventative. Strategy is loosely tied to the problem behavior.

Emerging
Strategy provided is positive and proactive, but not preventative as it is not tied specifically to the problem behavior.

Insufficient
Strategy provided is irrelevant to the problem behavior. Strategy is general and not individualized.

Strategy provided is a deeper level of prevention. Strategy directly ties to the problem behavior and addresses teaching a replacement behavior.

Strategy provided is a deeper level of prevention. Strategy ties to the problem behavior and begins to address teaching a replacement behavior; not as fully developed as for a rating of Superior.

Strategy does not address teaching a new replacement behavior – focus is only on the problem behavior.

Strategy provided is general and not specific to the student’s behaviors and needs.

Strategy addresses teaching a new behavior in an explicit, creative way and reminds student of supports provided for them. Strategy provides the same function as the problem behavior.

Strategy addresses teaching a new behavior but not as explicit or creative. Strategy may or may not provide the same function as the problem behavior.

Strategy provided does not teach new behaviors and/or does not focus on the function of the problem behavior.

Strategy provides an opportunity for the student to reflect upon their choices in a positive, proactive manner. Strategy teaches self-discipline and self-monitoring of future behaviors and their impact on others.

Strategy focuses on the here and now and not upon future choices the child may make.

Strategy provided does not focus on choices either in the present or future.