

Department of Child, Family, & Community Sciences
University of Central Florida
EEX 4601 – Introduction to Behavior Management

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Course Description: Study of management techniques based on applied behavioral analysis principles for modifying inappropriate behaviors and maintaining appropriate behaviors of exceptional students. It will include practical application, of these principles that will increase skills in working with large groups and multiple groups of students with diverse learning, behavioral, linguistic, and cultural characteristics. The course is three (3) semester hours.

Intended Audience: This course is offered to undergraduate students seeking a Teaching Degree in Exceptional Education and/or a minor in special education.

Mode of Instruction: This course uses lecture live, research, class activities, written assignments, and projects to teach and practice the competencies contained in the objectives below.

Course Credit: 3 semester hours

Required Text: *Applied Behavior Analysis for Teachers*, 8th Ed. Paul Alberto and Anne Troutman (2006)

Supplemental Text:

Cooper, Heron, & Heward (2008). *Applied behavior Analysis*.

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook*.

Hieneman, M., Nolan, M., Presley, J., DeTuro, L., Gayler, W., Dunlap, G. (1999) *Facilitator's Guide, Positive Behavioral Support. Tallahassee, FL: Florida Department of Education, Bureau of Instructional Support and Community Services*.

Course Objectives/ Competencies to be addressed:

Competencies and objectives to be mastered and demonstrated by participants in the class that have been aligned with professional competencies include:

KEY: CEC = Council of Exceptional Children
ESE = Exceptional Student Education Subject Area Competencies
FEAP = Florida Educator Accomplished Practices
FPE = Florida Professional Educator
ESOL = English for Speakers of Other Languages
SEA = State Endorsement in Autism

Certificate Program in Autism Spectrum Disorders EEX 4601:Introduction to Behavioral Management		
In fulfillment of the requirements for State Endorsement in Autism Administrative Rule 6A-4.01796 2(c) Behavior management and positive behavior supports for students with autism		
Student Exit Competencies	Standards	Demonstration
1. Identify models and theories of behavior.	CECGC1-K2; CECGC1-K9; ESE4, SEA2(c)	Quiz /Final In-Class Activity
2. Demonstrate the ability to collect, record, and analyze data and use the analysis to make changes in instructional or classroom management strategies.	ESE4, CECG8-S1; CECCC5-S6; FAP1; FAP7; FPE8-1, SEA2(c), SEA2(e)	FBA/PBS Ecological Assessment Online Module Assignments
3. Use technology as a tool for classroom management.	FAP12, SEA2(e)	FBA/PBS ABC Conference Presentation
4. Establish realistic and consistent expectations for students.	CECCC5-S2; FPE7-1; FPE7-2; FPE7-3; FPE7-4, SEA2(2), SEA2(e)	FBA/PBS Online Module Assignments
5. Arrange and modify the classroom to facilitate instruction, ensure student safety, manage inappropriate behavior, and accommodate various learning and cultural backgrounds.	ESE3, ESOL18; CECCC5-S1; CECCC5-S4; CECCC5-S5; CECCC5-S13; FAP2; FAP6; FAP9, SEA2(c), SEA2(e)	Field-based Ecological Assessment FBA/PBS
6. Explain fundamental classroom management principles, including	ESE3, CECCC5-K2; CECGC5-S6; CECGC8-S5; CECCC5-S12; FAP1;	Quiz/ Final Field-based Ecological Assessment

management of routines, transitions, and instructional time.	FAP9; FPE 8-2; FPE8-3; FPE14-1; FPE14-2; FPE14-3; FPE14-4; FPE14-5; FPE14-6; FPE16-7; SEA2(c), SEA2(e)	FBA/PBS ABC Conference Presentation
7. Demonstrate knowledge of specialized behavioral techniques (e.g., cognitive behavior modification, social skills instruction, self-management, etc.).	ESE3, ESE4; CECGC4-S9; FPE7-5; CECGC7-K1; FPE8-4; FPE16-4, SEA2(c), SEA2(e)	Quiz/ Final FBA/PBS Online Module Assignments
8. Select appropriate research-based behavioral interventions.	ESE4, CECGC7-S1; CECCC5-S10; CECCC5-S11; FAP1; FPE28-3, SEA2(c), SEA2(e)	FBA/B\PBS Online Module Assignments
9. Conduct a functional behavior assessment and develop a positive behavior support plan for a student with an Autism Spectrum Disorder.	ESE4, SEA2(c), SEA2(e)	FBA/PBS
10. Examine ethical, legal, and procedural safeguards regarding the planning and implementation of management of student behaviors.	ESE1, CECCC1-K1; CECCC9-S4; SEA2(c)	Quiz/Final Online Module Assignments
11. Examine the variations in beliefs, traditions, and values across cultures and the effects on behavior.	ESOL 2; ESOL 13	Quiz/ Final FBA/PBS
12. Demonstrate the ability to collaborate effectively with students, parents, and agencies to modify student behavior.	ESE3, ESE4, CECGC10-K1;CECGC10-S3; FPE8-5, SEA2(c), SEA2(e)	FBA/PBS
13. Identify strategies for crisis prevention and intervention.	CECCC5-K6; FPE 4-1; FPE 4-2; FPE 4-3; FPE 4-4, SEA2c	Quiz/Final In-Class Activity
14. List effective teacher behaviors and attitudes that influence student behavior.	ESE3, CECCC5-K4	Field Experience: Ecological Assessment

15. Examine the relationship of core deficits for students with ASDs (communication and social) to behavior.	ESE1, ESE4, SEA2c	Quiz/Final FBA/PBS
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Competencies have been designed to incorporate the following Core Content in the area of behavior:

A. Positive Behavior Support

- Philosophy, values
- Teaming/collaboration/family involvement
- Person centered planning
- Data gathering/functional behavior assessment
- Hypothesis development/Using data to determine function/context of behavior
- Developing multi-component/comprehensive support plan/BIPs (prevention, replacement/alternative behaviors, changing responses, lifestyle interventions) based on FBA data
- Implementation of interventions
- Planning for generalization
- Evaluating and monitoring support plan
- Functional equivalence, behavioral efficiency, competing behavior models

B. Relationship of core deficits (communication and social) to behavior

- Common misperceptions of behavior
- Functional communication training
- Social skills training
- Social stories

C. Other issues

- Ethical considerations
- Effects of aversive stimuli
- Pivotal Interventions (self-management, problem-solving)
- Systematic application of effective instructional strategies (relation of poor instruction to behavior problems)
- Environmental arrangements
- Applied behavior analysis principles (reinforcement, prompting, shaping, fading, task analysis, etc.)
- Behavioral observations
- Contracting/group contingencies

General Expectations:

All students are expected to exhibit the Personal Attributes set forth in the College of Education ***Fitness to Teach*** policy.

Specific Course Requirements:

1. On-line Module Quizzes (13 Quizzes)
2. Graphing in Excel Assignment
 - a. Students will be required to graph data provided by professor in Excel. A line graph with all components will be the end result.

<u>Grade</u>	<u>Percentage</u>
A	90-100
B	80-89
C	70-79
D	65-69
F	<65

Attendance:

Students are expected to attend scheduled assignments, with actively participating feedback for the entire class period. This course requires a great deal of outside class participation. There will not be an opportunity to make up live class meetings.

Grading of Assignments:

All assignments (unless otherwise noted by the instructor) must be typed or word-processed. **Submit assignments in either .doc, .docx, or .pdf format only.** Any other format will not be graded and I will send back the file to the student to make the necessary changes. Assignments should be neat, clearly written, contain no misspellings or grammatical errors. Refer to the APA 6th edition reference guide for professional writing. Students are encouraged to make copies for their own records. Points will be awarded as per specific project rubric, including quality of assignment, on time completion, excellent writing format in APA style, and adherence to specific project criteria. Points will be deducted if assignments do not adhere to the above criteria. As this class is quite large and in an attempt to keep organized, **All assignments must be submitted as (Last Name)A#.docx**. For example if your name is Jan Smith you would turn in assignment 1 as **SmithA1.docx**

Late Policy:

Please refer to the course schedule for specific due dates. Importantly, NO late assignments, discussion postings or projects will be accepted.

Students with Documented Disabilities:

If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodations, he/she should contact the Office of support Services for Students with Disabilities for information on appropriate policies and procedures. Prior arrangements must be made with instructor, if needed, to accommodate any diverse learning needs due to documented disabilities.

Recommended Readings:

Leaf, R., & McEachin, J. (1999). *A work in progress: Behavior management strategies and a curriculum for intensive behavioral treatment of autism*. New York, NY: DRL Books. ISBN: 0-9665266-0-0

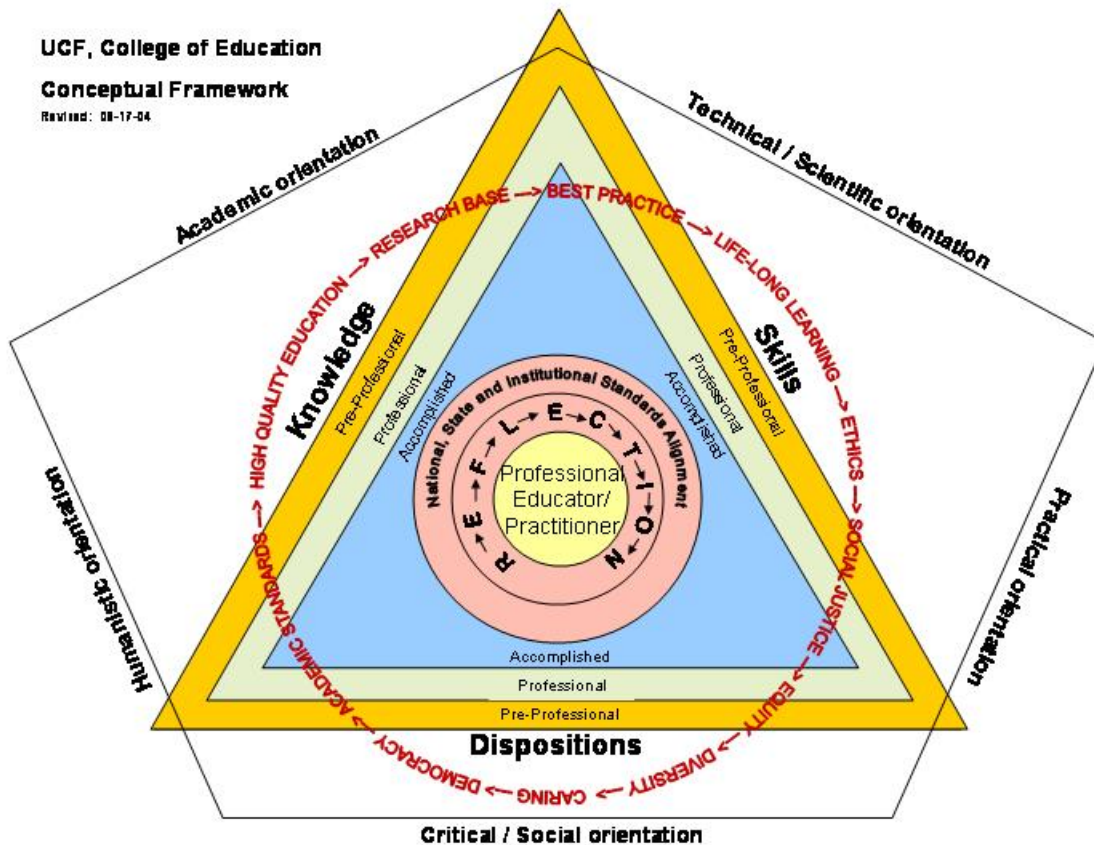
Harris, S.L. & Weiss, M.J. (1998). *Right from the start: Behavioral intervention for young children with autism*. Bethesda, MD: Woodbine House. ISBN: 1-890627-02-X

Maurice, C. (1993). *Let me hear your voice: A family's triumph over autism*. New York, NY: Ballantine Books. ISBN: 0-449-90664-7

Maurice, C., (1996). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, TX: Pro-Ed. ISBN: 0-89079-683-1

Maurice, C., G., & Foxx, R.M. (2001). *Making a difference: Behavioral intervention for autism*. Austin, TX: Pro-Ed. ISBN: 0-89079-871-0

McClannahan, L.E., & Krants, P.J. (1999). *Activity schedules for children with autism: Teaching independent behavior*. Bethesda, MD: Woodbine Hours. ISBN: 093314993X



The graphical representation of our conceptual framework is based on basic geometric shapes that aptly portray key aspects of the framework:

- I. At the heart of the model are three concentric circles creating a "target" for graduates from all of our professional education programs. The core objective ("bull's eye") is becoming a **Professional Educator**, an achievement that requires continuous **reflective practice** (middle ring) and professional development aligned with applicable **national, state, and institutional standards** (outer ring).
- II. The outer pentagon of the conceptual framework represents **five broad orientations** regarding the preparation of professional educators (Academic, Teaching/Scientific, Practical, Critical/Social, and Humanistic), which serve as a broad foundation for the framework.
- III. Integrated throughout all aspects of our conceptual framework and thus reflected as a circle-in-motion is our **circle of core beliefs** (Research Base, Best Practice, Life-Long Learning, Ethics, Social Justice, Equity, Diversity, Caring, Democracy, Academic Standards, and High Quality Education).
- IV. Note that the triangle represents the three major dimensions of professional development: **Knowledge** (Subject Matter Pedagogy, Ethical Standards), **Skills** (Communication, Systematic Inquiry), and **Dispositions** (Professional

Commitment, Professional Collaboration). The next three overlapping triangles represent three broad levels of professional development: **Pre-professional**, **Professional**, and **Accomplished** (note the physical progression indicating that professional development always moves in the direction toward Professional Educator).

Tentative Course Schedule (Subject to Change)

Date	Topic	Assignment Due
1/10	Intro/Course Overview Behavioral Objectives What is Applied Behavior Analysis	Develop 3 Behavioral Objectives + Short Term Goals
1/17	No Face-to-Face Meeting	Online Quiz 1 & 2
1/24	Collecting Behavioral Data & Graphing Data in Excel	Present Behavioral Objectives Beginning of Class
1/31	No Face-to-Face Meeting	<ol style="list-style-type: none"> 1. Quiz 3 & 4 2. Develop clear Behavioral Definition 3. Measure 2 dimensions of behavior in classroom Graph Sample data in Excel
2/7	Single Subject Design & Functional Behavior Assessment/Functional Analysis	
2/14	No Face-To-Face Meeting	1. Quiz 5 & 6
2/21	Reinforcement	<ol style="list-style-type: none"> 1. Research article review/Video 2. Present findings
2/28	Midterm Exam	<ol style="list-style-type: none"> 1. SAFMEDS 2. Standard Celeration Chart due 3. Quiz 7 & 8
3/7	Spring Break No Class	
3/14	Shaping & Punishment	
3/21	No Face-to-Face Meeting	<ol style="list-style-type: none"> 1. Quiz 9 & 10 2. Use Classroom Dojo 3. Demo Progress Reports
3/28	Extinction Generalization & Maintenance	
4/4	No Face-to-Face meeting	1. Quiz 11-12
4/11	Ethics	<ol style="list-style-type: none"> 2. New applications 3. Students present Example of Generalization topic
4/18	No Face-to-Face meeting Optional: Verbal Behavior Module	<ol style="list-style-type: none"> 4. Quiz 13 5. Bonus Quiz available
4/25	Final Exam Prep: Behavior Jeopardy (possible 10 points bonus to winning team!) Complete Quizzes	
5/3	Final Grades Due to UCF	

Assignment/Assessment	Points
Midterm: SAFMEDS + SCC graph with 8 data points	100
Final Exam	100
Quizzes 13X 15points	65
Behavior Objectives + Discussion posting + Presentation	30
Data Collection + Graphing data	35
Research article + Video	40
Classroom Dojo	10
Generalization & Maintenance Project	20
Total points Available	400
Possible Bonus points:	
Verbal Behavior Quiz	30
Behavior Jeopardy	10

Rubrics for course assignments can be found on the next page.

Behavioral Objectives and Short Term Goals		
Requirement	Points Earned	Possible Points Available
Develop 3 behavioral objectives and 3 short term goals for 1 student.		10 points
Post on discussion board describing behavioral objectives and goals and respond to at least one classmate. Complete responses about classmate goals and objectives are expected. Simple responses (e.g. I agree, great job) will not count as correct responses and will earn zero points.		10 points
Present goals and objectives in the beginning of class.		10 points
/30 Comments:		

Data Collection and Graphing		
Criteria	Points Earned	Points Available
Develop behavioral definition and select measure for data collection.		10 points
After completion of sample data graphing exercise, replace sample data with data collected and present graph in class.		25 points
/35 Comments:		

Classroom Dojo		
Criteria	Points Earned	Points Available
Demonstration of group contingency of reinforcement using class dojo presented to class		5 points
Progress report included		5 points
/10 Comments:		

Maintenance/Generalization		
Criteria	Points Earned	Points Available
Maintenance: student sample of response targeted with Class dojo that has been maintained presented to class.		5 points
Generalization: student sample of new application of a skill taught with reinforcement that has generalized to a new response presented to class.		5 points
/20 Comments:		

Research Article Summary		
Criteria	Points earned	Points available
Find and select an article relevant to student behavior, targeted for change. Article sources: Journal of Applied Behavior Analysis, Exceptional Children, or Applied Behavior Analysis International.		20 points
Summarize and record with YouTube, upload, and share with class. (Class channel via You-Tube)		20 points
/40 Comments:		

