

Course Syllabus

Course Title

INSTRUCTOR:

CLASS MEETINGS:

CATALOG DESCRIPTION:

PURPOSE OF COURSE

This course will focus on principles of effective instruction as the basis for facilitating positive behavior among students in school settings. Those enrolled in this course will gain knowledge on how to define and assess behavior for instruction, how to plan for and implement effective instructional strategies, and how to monitor the effect of instruction. In addition, strategies for differentiation among more challenging students will be presented.

TEXTBOOK(S) AND READINGS

Scott, T. M. (2017). *Teaching behavior: Managing classrooms through effective instruction*. Thousand Oaks, CA: Corwin.

COMPETENCIES

Upon satisfactory completion of this course, the learner will

- functionally analyze behavioral deficits and excesses of children and youth in educational settings to identify the appropriate focus of instruction,
- plan and design effective instructional sequences to teach specific behaviors,
- set appropriately individualized goals and measure student progress as a means of evaluating instruction,
- understand methods for increasing student success through careful arrangement of the learning environment, and
- be aware of specific strategies for use with those students who do not respond with sufficient success.

DESCRIPTION OF EVALUATION PROCEDURES

1) Abstracts: 25 points (5 each)

Students are required to locate articles from professional journals that relate to the issue of behavior change processes and procedures in schools. These abstracts must be submitted as indicated (see schedule) and will be scored in accordance with the rubric below.

<i>ABSTRACT RUBRIC</i>	<i>2</i>	<i>1</i>	<i>0</i>
Citation and abstract		Full citation in APA format and a copy of the article abstract	Citation, APA formatting, or abstract missing or incorrect
Main points are summarized	A bulleted list of all the main points is included.	List of main points provides little information as to content of article.	List is missing or incomplete.
Thoughts and critical analysis	Student provides a thoughtful critical analysis of the article, expressing why it is/isn't important.	Student provides only a brief statement with no details.	Student does not include or statement contains no expression of thoughts regarding article.

Tasks: 50 Points

A series of required task activities will be assigned. Each task will require the student to indicate his or her acquisition of a performance competency usually related to the Behavior Intervention Plan. The final course task score will be the cumulative number of points received (total range 0 to 50).

2) Behavior Teaching Plan (BTP): 50 Points

The major product expected for this course is a comprehensive plan for behavior intervention. Completion requires identification of a target behavior (either a social behavioral excess or deficit), review research related to this behavior, an assessment of the student, an intervention strategy, and data collection.

NOTE: *Students are asked to consider an actual person and to observe as appropriate/possible. No actual intervention will be implemented, and hypothetical data will be provided as part of the project.*

3) Final Exam: 50 Points

The final exam is comprehensive, covering all course content over the entire semester. The format is multiple choice. The final consists of XX multiple choice questions and points will be awarded (0–50) according to the following formula: $(0-XX = X\% * 50$ where X equals the total percent correct out of XX.

Course Grading Scale

Total Points: 175

A = 90% or above (158 points)

B = 80% or above (140 points)

C = 70% or above (123 points)

D = 60% or above (105 points)

The assignment of an "I" or incomplete grade for the course is discouraged and will not be assigned except under extreme circumstances. Each student is advised to obtain and read the Student Rights bulletin, available from the Graduate School.

- **Plagiarism Statement:**

Representing the words or ideas of someone else as one's own in any academic exercise.

An academic unit that determines that a student is guilty of academic dishonesty may impose any academic punishment on the student that it sees fit, including suspension or expulsion from the academic unit.

CLASS SCHEDULE

Following is a tentative class schedule. Efforts will be made to stick to this schedule; however, circumstances may arise, which could necessitate changes in this schedule. In this case, students will be notified at the earliest possible opportunity.

<i>Date</i>	<i>Topic</i>	<i>Reading</i>	<i>Due</i>	<i>Points</i>
	Course Intro: Syllabus and Introductions			
	Effective Teaching	Chs 1 & 2	Abstract 1	5
	Probability	Ch 3	Abstract 2	5
	Considering Behavior	Ch 4	Abstract 3	5
	Assessing Behavior (FBA)	Ch 5	Task 1	10
	Arranging the Classroom for Learning	Ch 6	Task 2	10
	Planning Instruction I	Ch 7	Abstract 4	5
	Planning Instruction II	Ch 8		
	Presenting Instruction	Ch 9	Task 3	10
	Providing Consequences (positive)	Ch 10	Abstract 5	5
	Providing Consequences (negative)	Ch 10		
	Measuring Behavior	Ch 11	Task 4	10
	Classroom Systems and Strategies	Ch 12	Task 5	10
	Responding to Escalating and Crisis Behavior	Ch 13	BTP	50
	Final Exam			50
TOTAL				175

TASK #1

Name: _____

- Based on observation of a student or child with whom you now have or have had regular contact

Requirements

Describe the general context of the problem. Why did you select this student/child?

What problems are apparent? Provide *operational definitions* (observable and measurable) for three different identified problem behaviors in this context (*each should have at least three dimensions*).

Here is an example: "1. Student hits others with a closed fist hard enough to knock them down when spoken to" [three dimensions are hits (topography), hard enough to knock down (intensity), and when spoken to (locus)]. You need to define behavior like this three times (three different behaviors)

1.
2.
3.

TASK #1

Points: 10 total

1. Subject is a student or a child, and the context is described.			1	0
2. Operationally define first problem —3 dimensions.	3	2	1	0
3. Operationally define second problem —3 dimensions.	3	2	1	0
4. Operationally define third problem —3 dimensions.	3	2	1	0
			Total _____	/10

TASK #2

Name: _____

Give the operational definition of your target behavior (what you defined in Task #1).

Assessing Behavior

For a total of at least 20 minutes, observe your target student in the problem context you described in Task #1: (a) conduct an ABC functional assessment, (b) identify predictable chains of behavior in the ABC, (c) write *one* testable explanation, and indicate what the independent and dependent variables are, and (d) describe how you could realistically test your explanation. You can create ABC from your memory of a student you have previously observed.

Functional Assessment—Attach separate ABC sheets

Chains (What ABC events seemed to happen repeatedly or in a predictable manner?)

Testable Explanation—Keep it simple and use the formats provided below.

Antecedent based (in this format: whenever X, student tends to Y)

Consequence based (in this format: whenever student Y, Z tends to happen)

I think the function of behavior is to (access escape/avoid) _____

Evaluation Criteria and Points

ABC completed correctly		1	0
Chains identified	2	1	0
Testable explanations			
– antecedent: observable and logical	2	1	0
– consequence: observable and logical	2	1	0
Function			
– logical/observable	2	1	0
Identify a replacement behavior		1	0
		Total _____	/10

TASK #3

Name: _____

You are teaching a replacement behavior for the problem that you identified in your FBA in Task #2. Develop a teaching plan for your student.

What is the function of your student's behavior (as determined in Task #2)?

1. What is the replacement behavior that you will be teaching (make sure it is a fair pair and that it is teachable)?
2. Identify the instructional universe for the behavior you are teaching (be precise).
3. Describe at *least three positive teaching examples* that sample the range of actual environmental events, and *one nonexample* that is minimally different from the last positive example you taught. Remember, the positive examples all contain the same behavior but different contexts, and the negative example is the same context but a behavior that is not appropriate.
4. Describe what you will do to help ensure success—talk about all the things you can do to facilitate success in the environment (prompts, proximity, arrangements, routines, etc.).
5. Provide a task analysis of the behavior you are teaching
6. Write a *complete* long-term behavioral objective (LTO) for your target student.
(Given W, student X will Y, to Z criterion.)

Evaluation Criteria and Points

Appropriate positive teaching examples	2	1	0
Appropriate negative teaching example		1	0
Environmental manipulations (prompts, cues, etc.)	2	1	0
Plans for generalization included		1	0
Task analysis logical and complete	2	1	0
Objective logical and complete	2	1	0
		Total _____	/10

TASK #4

Name: _____

Continue describing the instructional plans you began in Task #3

1. Write a *paragraph* to describe how will you introduce this new behavior to the student, what will you say, and how will you say it? Remember to focus on making it relevant and providing an advance organizer.
2. Describe how you will model the target behavior. What will you do to make modeling maximally effective?
3. Describe how you will engage the students during instruction. Give detailed descriptions of OTRs and other engagement.
4. Describe how you will guide student practice and what examples you'll use.
5. Describe how you will set students free to do independent practice. What will you be doing, and how will you continue to facilitate high rates of success?

Evaluation Criteria and Points

Rationale for teaching and set-up with student	2	1	0
Appropriate and effective modeling plans	2	1	0
Appropriate and effective engagement plans	2	1	0
Appropriate plans for guiding student practice	2	1	0
Appropriate plans for independent practice	2	1	0
	Total	_____	/10

TASK #5

Name: _____

Measuring Behavior: You're going to do the same thing twice—once for an event-based and then a second time with a time-based instrument.

EVENT BASED

- (A) Name an observation system that would appropriately give an *event-based* measure of your target student's behavior.
- (B) Give me step-by-step instructions for using the instrument from start to finish—assume I know nothing about the student, behavior, or context.
- (C) Include an *example* of the instrument that I am to use.

TIME BASED

- (A) Name an observation system that would appropriately give a *time-based* measure of your target student's behavior.
- (B) Give me step-by-step instructions for using the instrument from start to finish—assume I know nothing about the student, behavior, or context.
- (C) Include an *example* of the instrument that I am to use.

(Hint: Think of me as a substitute teacher who is to use your measurement instrument but knows nothing prior to arriving in your class. Who do I look for, when do I do this, how do I do this, how do I know when I'm done, what do I do with the data I've collected, how is it summarized?)

Evaluation Criteria and Points

1. Recording method named correctly?	1	0
Appropriate sample of instrument?	1	0
Procedural instructions accurate and complete?	2	1 0
Procedure appropriate for target behavior?	1	0
2. Recording method named correctly?	1	0
Appropriate sample of instrument?	1	0
Procedural instructions accurate and complete?	2	1 0
Procedure appropriate for target behavior?	1	0

BEHAVIOR TEACHING PLAN (BTP)

(50 points) Name: _____

Introduce Problem (2 points)

- 1 Describe context of problem behavior in observable terms.
- 1 Describe why it is a problem, and why intervention is needed.

Review of Research (4 points)

- 1 Five studies summarized
- 2 Main points reviewed
- 1 Conclusions drawn to lead intervention

Subject Description (4 points)

- 2 Observable and measurable definitions
- 1 Strengths and weaknesses
- 1 Current level of functioning

Functional Assessment/Analysis (7 points)

- 2 Include ABC
- 1 All components written in observable terms
- 2 Testable explanation based on chains is clearly described.
- 1 Conclusion as to function of behavior stated
- 1 Appropriate replacement behavior identified

Task Analysis and Objectives (6 points)

- 1 Task analysis stair-steps included
- 1 Objective complete (four components)
- 1 Stated in positive, observable terms
- 2 Criterion can be measured by measurement instrument.
- 1 Criterion based on baseline data

Creating an Environment for Instruction (5 points)

- 2 Routines identified and consistent
- 1 Description of teacher location in room
- 1 Description of prompts, cues, and reminders
- 1 Description of seating arrangement

Intervention Planning (5 points)

- 1 Instructional universe defined
- 1 Description of how full range of examples selected
- 1 Identify three positive teaching examples.
- 1 Identify one nonexample for teaching.
- 1 Plans for generalization included

Delivering Instruction Planning (9 points)

- 1 Instructional universe defined
- 2 Description of how full range of examples selected
- 1 Full description of how lesson is introduced
- 1 Full description of how rules will be modeled
- 2 Full description of how students will be engaged
- 1 Full description of plans for responding to positive behavior (positive feedback)
- 1 Full description of plans for responding to errors (negative feedback/correction)

Measurement Plan (5 points)

- 1 Appropriate to target behaviors
- 2 Sample measurement instrument included
- 2 Replicable directions for use

Other (3 points)

- 1 Professionally written/presented
- 1 Appropriate spelling grammar, etc.
- 1 Submitted on time

Total /50
