Fall 2012

SPED 521: Proactive Approaches to Behavior Management in Special Education

Primarily Meets Off-Campus, Per Schedule

Course Instructor:
Michael Rozalski, Ph.D.
Office: AB-229C
Phone: 607.777.3330
Email: rozalski@binghamton.edu (email is the best way to contact me)
Office Hours: Tuesdays 1-3pm or by appointment (please ask, we will find a time to meet!)

Course Overview:
This course provides students with examples of how behavior is managed in classrooms. Emphasized in the main portion of the course are the principles that underlie learned behavior and how they are applied in various settings to modify or change behavior.

Required Texts/Materials
4) Frequently, you will need to access course material via Blackboard or the internet. Please plan accordingly.
5) To earn CPI certification, you may need to order the activity book. Details to follow.

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Course Objectives
Upon completion of readings, assignments, and study related to the course topics, the student will:

I. Behavioral Model
   1. Compare and contrast the assessment and intervention techniques used under the behavioral and other models.
   2. Identify the four types of stimulus events that effect development and how they influence behavior.

II. Behavioral Assessment
   1. Write behavioral objectives which identify: the learner, the target behavior, conditions under which the behavior is to be displayed, and the criteria for acceptable performance.
   2. Analyze a sequence of behaviors and identify antecedents and consequences of behaviors.
   3. Describe and use time delay and task analytic assessments.

III. Collecting and Graphing Data
   1. Define, identify and provide an example of each of the following observational methods: (a) permanent product, (b) frequency, (c) rate, (d) duration, (e) latency, and (f) interval.
   2. Select an appropriate data collection system given an example of instruction.
   3. Identify and describe the following graphing formats: (a) line, (b) cumulative, (c) ratio, and (d) bar.
   4. Plot a given set of data and label all parts of the graph.
   5. Identify the trend of a given set of data and state whether an intervention was necessary/effective.

IV. Increasing Behavior
   1. Define reinforcer and reinforcement.
   2. Define reinforcer assessment and describe implementation.
   3. Given a specific behavior, establish an appropriate reinforcement procedure, taking into account all of the following parameters: (a) reinforcement schedule, (b) novelty, (c) immediacy of delivery, (d) amount, (e) type of reinforcer, and (f) pairing reinforcers.
   4. Define negative reinforcement and describe how it affects behavior.
   5. Distinguish negative reinforcement from punishment.
   6. Explain the purpose of three types of contingency packages (i.e., group contingencies, contingency contracting, and token economies), describing the advantages and disadvantages of each.

V. Decreasing Behavior (Extinction, DRL, DRO, DRI/DRA, Response Cost, Time-Out)
   1. Define punishment.
   2. Discuss ethical issues in the use of punishment.
   3. Define and apply extinction, DRL, DRO, DRI/DRA, response cost, and time-out when given a written description of challenging behavior(s).
   4. Define "functional assessment" and "functional analysis."
   5. Develop a functional assessment based on examples of students with challenging behaviors.
   6. Develop a positive behavioral support plan.
VI. Stimulus Control
1. Describe, using a specific example, how to establish an environmental event or stimulus as a discriminative stimulus (SD).
2. Define, identity and/or implement different types of prompting systems.
3. Implement a time delay strategy.
4. Identify and define different types of stimulus/response prompts.
5. Describe strategies of shaping and chaining using simulated situations.

VII. Generalization and Maintenance
1. Define and describe implementation of instructional techniques that facilitate generalization and maintenance.

VIII. Self-Control
1. Describe the use of self-monitoring, imagery, and verbal self-guidance given a specific situation.
2. Describe and give examples of the use of self-recording using event recording, time sampling, and permanent product recording.

IX. Learning Environments
1. Describe relationship between physical arrangements, structures, rules, and behavior.
2. Compare and contrast the differences between structured and unstructured learning environments.
3. Discuss the use of psychotropic medications to manage student behavior.
4. Describe the relationship between school policy and practice and the occurrence of school violence.

Course Policies and Supports

Assistance with Assignments. If you have questions regarding an assignment or feel that the directions are ambiguous, please drop by during my office hours or set up an appointment to discuss your concern. Please note that any questions pertaining to a particular assignment should be addressed well in advance of the due date. Please do not expect to engage in detailed discussions about any assignment the day before it is due. Please come prepared with specific questions about the assignment on which you are working. The earlier you discuss your draft with me, the more extensive the feedback.

Computer Issues. Things go wrong with computers and printers. These issues may be avoided if you complete and print assignments in advance. Computer issues will not be considered a legitimate excuse for late work, so please plan ahead.

Contacting the Instructor via E-mail. In all e-mails you send me, please include in the subject line: “SPED 521- name the topic” (e.g., SPED 521- BIP). I check my e-mail frequently but place higher priority on communications from students; placing “SPED 521- name the topic” in the subject line ensures that I will read the e-mail sooner. Do not randomly drop by my office outside of office hours hoping that I will be there; please send me an email so we can confirm a time to meet!

Academic Honesty. Teaching is a noble profession. Attempting to take credit for work that is not yours or is not adequately cited (e.g., copying word for word from a journal article) is a serious ethical violation. Violations may result in an automatic failure for the assignment or course and may be cause for further disciplinary action. Additional details re: the GSE’s policy is below. Please see me if you have questions!
Web Resources:
1. NYS Office of Special Education has three policy briefs on the topics of: Functional Behavioral Assessments, Behavioral Intervention Plans and the Use of a Time Out Room:  
2. OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports:  
www.pbis.org
3. WestEd’s Schools Moving Up:  http://www.wested.org/cs/we/print/docs/we/home.htm
5. Intervention Central:  http://www.interventioncentral.org/

STUDENTS WITH DISABILITIES
Students who have a documented disability and wish to discuss academic accommodations should contact me as soon as possible to explore alternative arrangements in completing assignments or taking exams for this class. Additional assistance also is available through the Office of Services for Students with Disabilities (SSD) at 777-2686. Their office is at UU-119. The SSD office makes formal recommendations regarding necessary and appropriate accommodations based on your specific diagnosed disability. Information about your disability will be treated in a confidential manner.

ACADEMIC HONESTY
Binghamton University enforces a Code of Academic Honesty. All members of the University community have the responsibility to maintain and foster a condition and an atmosphere of academic integrity. Specifically, this requires that all classroom, laboratory, and written work for which a person claims credit, is in fact that person’s own work. The University Student Handbook publication has detailed information on academic integrity and the GS offer this support:  http://www2.binghamton.edu/grad-school/manual/index.html#Academic_Honesty.

Students assume responsibility for the content and integrity of the academic work they submit. Students are in violation of academic honesty if they incorporate into their written or oral reports any unacknowledged published or unpublished or oral material from the work of another (plagiarism); or if they use, request, or give unauthorized assistance in any academic work (cheating). (GSE Academic Honesty Policies)

Plagiarism and cheating will not be tolerated in this class. Incidents of either will result in a failing grade for the assignment in question. Please see me if you have questions concerning what constitutes cheating or plagiarism.

CLASSROOM ENVIRONMENT
The faculty and staff in the Graduate School of Education are committed to serving all enrolled students. The intention is to create an intellectually stimulating, safe, respectful and enjoyable class atmosphere. In return, I expect that each of you will honor and respect the opinions and feelings of your fellow students.
Course Requirements
1. Participation and Activities
2. Make and Take
3. Behavior QI Evaluation
4. Direct Observations in a “Real” Classroom Setting
5. Final Project

In the Assignments section, some additional details and rubrics are provided for most of the course assignments. These additional details are provided as a guideline for your work-if you expect to do well in this course, please follow them. Your grade will be based, in part, on your ability to adhere to the general requirements outlined in the syllabus and these additional assignment-specific details.

Grading Procedures
Grades are based on the successful completion of all course requirements in a timely manner. Assignments are due at the beginning of class on the date listed in the course syllabus. Assignments received by the instructor within 24 hours of the original due date/time (i.e., the start of class) can earn only 1/2 of the total value of the assignment. After that 24 hour period, I will provide feedback on the assignments but you will have already earned a grade of 0. No “extra credit” will be offered so please do not ask! There will be a possible total of 400 points; there will be no extra credit, so please do not ask. Final grades will be assigned in accordance with the following values:

<table>
<thead>
<tr>
<th>Performance</th>
<th>Grade</th>
<th>Percent</th>
<th>Point Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A</td>
<td>98-100%</td>
<td>390-400</td>
</tr>
<tr>
<td></td>
<td>A-</td>
<td>94-97%</td>
<td>374-389</td>
</tr>
<tr>
<td>Very Good</td>
<td>B+</td>
<td>90-93%</td>
<td>358-373</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>87-89%</td>
<td>346-357</td>
</tr>
<tr>
<td>Good</td>
<td>B-</td>
<td>84-86%</td>
<td>334-345</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>C+</td>
<td>80-83%</td>
<td>318-333</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>75-79%</td>
<td>298-317</td>
</tr>
<tr>
<td>Minimum Competency</td>
<td>C-</td>
<td>70-74%</td>
<td>278-297</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>0-69%</td>
<td>0-277</td>
</tr>
</tbody>
</table>

Grade Appeal. Upon receiving graded material, please take time to read the instructor’s comments. If you are concerned about the grade you have earned on an assignment, please write a grade appeal and plan to see the instructor to discuss the matter during office hours (not before or after class). Grade appeals (with complete justification for concern) must be submitted to the instructor in writing within one week of the return of the assignment. After the one week period has passed, grade appeals will not be considered. Remember, there is no extra credit, so please do not ask.
ASSIGNMENTS: In More Detail

General Requirements For All Assignments (Unless Otherwise Noted by Instructor in Writing)
1. Assignments are due at the beginning of class on the date listed in the course syllabus.
2. Staple assignments together. Please do not paperclip your assignments.
3. Type and double-space all work. Use 1-1½ margins and 12-point Times New Roman font. Please do not change the margins or font size to change the apparent length of an assignment.
4. When possible, your assignments should be organized into the sections specified for each assignment.
5. Use a simple heading on all work you turn in. Please do not waste paper on cover pages. Try:

| Your Name | Date | SPED 521- Semester and Year |

1. Participation and Activities
Candidates are expected to participate in class activities and discussions. Individual and group activities will often be assigned during class meetings and most will be completed during that period. Since these will not always be announced ahead of time (e.g., unannounced quizzes), attendance is encouraged.
Activities may include hands on experiences, quizzes, observations, reading and discussion activities, concept papers, class presentations, and online assignments. Activities will be assigned point values that will total 100 points toward your final grade. If you miss an in-class activity or quiz, you will receive a zero and may not make up the points.

Because this course will continue your professional development, you will be assessed on your professionalism. Candidates are, therefore, expected to display a professional attitude at all times. Every candidate is expected to come to each class meeting on time and prepared; that is, having completed the assigned readings and any other assignments due during that class. Candidates should turn in assignments on time, and appropriately represent the college and themselves when in the field. Everyone in the class is expected to participate fully in all activities and discussions. This includes, but is not limited to, being attentive during class, contributing relevant comments to class discussions while recognizing and respecting the opinions of others, and being willing to take risks in the classroom.

GSE Activity: Resume & Assignment List
All students will develop a professional resume, highlighting experience with children in educational and non-educational settings. The resume should include: name, address, phone number, email address; current education courses with brief description; previous school placements, including type of school, setting, level, dates; volunteer work with children; work experience with children; special skills, talents you bring to the experience; minimum of two (2) goals for the experience.

In addition, students will develop a list (with short descriptions) of ALL assignments (i.e., from every class) that require fieldwork hours. Due dates must accompany each assignment on the list.

Students will give the resume and assignment list to their cooperating teacher or administrator at your first meeting. At the meeting, make sure to review the assignments and due dates.

2. Make-and-Take
In small groups, you will present one behavioral strategy. Prior to the due date, your assigned group will explore a research-based behavioral strategy using class resources or previous classroom experience. During the presentation, you will complete a 25-30 minutes demonstration of your strategy, as well as share handouts, which will include the materials and instructions your classmates will need to replicate this strategy, and an annotated bibliography of current intervention research that supports the strategy’s efficacy. The make-and-take will be worth 100 points toward your final grade.
### Make and Take Rubric

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Examine current research on the strategy, and develop an annotated bibliography of at least three research studies that summarize the use of the strategy. The annotated summary must include setting (e.g., location of school and classroom), participants (e.g., age/grade, race, etc.), procedures, a meaningful summary of the data, and a brief discussion of limitations.</td>
<td>/20</td>
</tr>
<tr>
<td>2. Provide an example of how to use the strategy in a real-life setting (specify grade- and skill-level of likely student users).</td>
<td>/10</td>
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<tr>
<td>3. Provide directions and tips for using the strategy.</td>
<td>/20</td>
</tr>
<tr>
<td>4. Develop a handout(s) that includes all of the above information. Please bring enough copies for the entire class and the instructor.</td>
<td>/20</td>
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<tr>
<td>5. Provide materials for your classmates to design their own version of the strategy.</td>
<td>/10</td>
</tr>
<tr>
<td>6. Your group will have 25-30 minutes to demonstrate your strategy and led the class through the “make” portion. You will also have time to answer questions and lead a brief class discussion that should address some of the questions below.</td>
<td>/20</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/100</td>
</tr>
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</table>

### Questions to consider as you develop and present your “Make and Take”

1. What are some advantages/disadvantages of this strategy?
2. What types of instructional difficulties will this address?
3. What resources are required?
4. What are some barriers to implementation?
5. How can student choice be integrated into this strategy?
6. In which setting(s) is this appropriate?
7. For which tier(s) is this intervention appropriate?
8. What are three things a teacher needs to know to implement this with fidelity?

### Behavior QI Evaluation

Using the Behavior QI, you will evaluate the school in which you are working or visiting. You will choose one component of the QI (i.e., schoolwide, classroom, small group, individual) and conduct a critical evaluation, with examples of promising practices, identified areas of need, and recommendations for improvement. The completed QI is worth **60 points**. You will be responsible for completing and submitting an electronic copy of the document to me. Using the Word document I provide (Behavior QI Activity Sheet), you must complete all of the components for 3 of the 5 key questions, per the following guideline: you select either #1 or 2, you must complete #3, and you select either #4 or 5:

1. Do all students feel accepted and valued in class?
2. Is instruction thoughtfully designed and delivered to be relevant, appropriately challenging and engaging for all students?
3. Are classroom activities managed in a proactive, positive and predictable manner so that instructional time is maximized?
4. Do students receive support in learning to manage their own behavior?
5. Are teachers supported in developing and implementing effective classroom management strategies?
4. Direct Observations/Interviews in a Classroom Setting

Candidates will conduct two direct observations in a classroom setting and summarize their experience using the form provided. The direct observations are worth **20 points each** for a total of **40 points** toward your final grade. You will complete the second observation after receiving feedback and a grade on your first observation assignment. Additional details follow:

Candidates will conduct a 30-minute observation in a school setting and write a brief technical summary of the experience. Do not engage students when observing; you *are not a participant-observer!*

**Directions:** Before going to school, review this rubric, print the observation page and bring a watch with you.

1. Before you complete the formal observation sheet, observe the room for 5 minutes and then select a target student and behavior (can be pro-social or problem behavior).
2. Before recording your start time and completing the observation, complete Section 1.
3. Using the attached formal observation sheet, conduct your observation, complete Section 2, referring to the rubric criteria and enter the end time. **Do not type this or the discussion section!**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Setting and Participant(s)</strong></td>
<td></td>
</tr>
<tr>
<td>i. <strong>When</strong>- Record the day, date and time. Note any atypical school conditions that may influence behavior (e.g., Spirit Week, first day back from a break, etc.).</td>
<td>4</td>
</tr>
<tr>
<td>ii. <strong>Where</strong>- Detail the classroom layout by drawing a picture and labeling where you the target student and other students were. Also sketch the class and seating arrangement, label the gender of each student, where teacher is standing (note if this changes during the lesson), placement of doors, windows, chalkboards, etc.</td>
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</tr>
<tr>
<td>iii. <strong>Who</strong>- Describe who is in the environment (e.g., number of students, teacher candidates and any staff). Include the demographic characteristics of the target student (gender, age, race), without including the real name of the student. Note and describe any student who enters/leaves the room after the initial count.</td>
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</tr>
<tr>
<td><strong>b. Procedures</strong></td>
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<tr>
<td>i. <strong>How</strong>- Describe how you conducted your observation. Be specific enough so that any reader could replicate what you did (e.g., how far away were you, how did you record the time and behavior, how/when did you use the recording sheet). If you recorded two activities, explain how long each was (be precise with details).</td>
<td>4</td>
</tr>
<tr>
<td>ii. <em>Include the original data collection sheet(s) that you used. You cannot earn points in this section if you do not submit the original data collection sheet(s).</em></td>
<td></td>
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<tr>
<td><strong>c. Results</strong></td>
<td></td>
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<tr>
<td>i. <strong>What</strong>- Tell me what you saw.</td>
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<tr>
<td>1. Describe the general activity that occurred (e.g., social studies lecture) and if it changed (e.g., lecture turned into small group activity).</td>
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<tr>
<td>2. Summarize the behavior of the target student by providing operational definitions and specific numbers as appropriate (e.g., the duration, average, low, high and rate of behavior in each different activity).</td>
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<tr>
<td><strong>d. Discussion/Analysis- In this section you should report your opinion!</strong></td>
<td></td>
</tr>
<tr>
<td>i. <strong>Why</strong>- After &quot;interviewing&quot; your teacher (brief 3-5 minute discussion), analyze the behavior in a meaningful way by telling me what your observation means.</td>
<td></td>
</tr>
<tr>
<td>1. Was this typical behavior from the student and/or teacher? (e.g., Did anything “odd” happen? Was there reactivity?). Triangulate your observational data by asking the teacher to discuss your data/conclusions and these questions:</td>
<td></td>
</tr>
<tr>
<td>2. What could you do better next time to improve the observation?</td>
<td></td>
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<tr>
<td>3. How would you use this information as a teacher?</td>
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<tr>
<td>4. <strong>Hypothesize the function of behavior</strong> (i.e., <em>obtain or escape</em>).</td>
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</tr>
<tr>
<td><strong>e. Overall Paper Quality</strong>. Please summarize the subject, setting, procedure, behaviors and data without passion or flare (i.e., just report the facts and how you collected them). In the discussion, you will offer your opinion but support your assertions with data. Essentially, you are writing to a professional audience, speculating in the discussion section only.</td>
<td>4</td>
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</tbody>
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Formal Observation Sheet: Name ____________________________

**Section 1**

<table>
<thead>
<tr>
<th>Day and Date:</th>
<th>Time Started:</th>
<th>Time Ended:</th>
</tr>
</thead>
</table>

**Target Student** (not real name; include specific demographics):

**Target Behavior:**

**Type of Data Collection:** I recorded the frequency or duration (circle one) of the behavior because the behavior was:

**Setting** (draw a picture and show where you and the target student were located):

**Who is in the Environment?**

**Procedures:**

**How did you conduct the observation?**

Answer the questions on the rubric.

**Section 2**

**Data:** Record your data here (e.g., record the duration, tally the # of behaviors, etc.). If possible, record two separate activities (e.g., small and large group) during the 30-minute observation period.

**Results:**

**Summarize.**

Answer the questions on the rubric. If you were able to record two activities, be sure to summarize "both" periods.

**Discussion:** On the back of this page, complete this section by answering all questions on the rubric!

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5. **Final Project**

Candidates will complete a final project that is worth **100 points** toward your final grade. The emphasis on assessing the report will be upon your concise and clear presentation, not upon length or results. It is more important to follow the steps for the project carefully rather than to “get good results.” If you follow the process well, the results often follow. If you just eliminate a problem behavior and do not have a replacement behavior, you will likely fail. Your final report should be written using the following headings:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a. Introduction and Functional Behavior Assessment</strong></td>
<td>20</td>
</tr>
<tr>
<td>A. Explain the nature of the proposed change; give rationale for why you have chosen to work on problem. Specifically answer: Why is this project important to the subject?</td>
<td></td>
</tr>
<tr>
<td>B. Provide an operational definition of the target behavior; if appropriate, include examples and non-examples of the behaviors</td>
<td></td>
</tr>
<tr>
<td>C. Use a chart to identify the A-B-Cs of the problem and replacement behaviors.</td>
<td></td>
</tr>
<tr>
<td>D. Hypothesize the function(s) of behavior.</td>
<td></td>
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<tr>
<td>E. Clearly state the behavioral objective. Check against the 4 elements and tests.</td>
<td></td>
</tr>
<tr>
<td><strong>b. Subject, Setting, and Procedure</strong></td>
<td>20</td>
</tr>
<tr>
<td>A. Describe the subject (include demographics) and setting.</td>
<td></td>
</tr>
<tr>
<td>B. Provide description and rationale for data collection procedure. <strong>You cannot earn points here if you do not include the original data collection sheet(s) in your final draft!</strong></td>
<td></td>
</tr>
<tr>
<td>C. Describe what you did (or would do) and the materials you needed to do it, along with costs associated with the project (e.g., how much would the reinforcer cost, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>c. Results (FACTS)</strong></td>
<td>25</td>
</tr>
<tr>
<td>A. Provide a meaningful summary of the replacement and problem behavior during <strong>Baseline</strong> and, if completed, <strong>Intervention</strong> phases. Report the “numbers” that: 1) show whether or not your objective was met, and 2) clearly describe the magnitude of change. <strong>If you did not complete the intervention, we will discuss the “data” that you can summarize and discuss.</strong></td>
<td></td>
</tr>
<tr>
<td>B. Graph the data, using the web (e.g., <a href="http://nces.ed.gov/nceskids/graphing/">http://nces.ed.gov/nceskids/graphing/</a>), or Excel. Include title, axis labels/scales and follow the guidelines from your class notes. Your graph(s) must be included in the narrative section of the results (not at the end of the paper) and should 1) show whether your objective was met (think goal line), and 2) provide a picture that shows the magnitude of change.</td>
<td></td>
</tr>
<tr>
<td><strong>d. Discussion/Analysis (YOUR OPINION BASED ON THE RESULTS)</strong></td>
<td>25</td>
</tr>
<tr>
<td>A. Provide a succinct conclusion regarding the amount of behavior change that occurred and whether the intervention(s) produced the change. Did it work? How do you know?</td>
<td></td>
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<tr>
<td>B. Discuss any unusual events that occurred during the course of the intervention that may have influenced the project’s outcome.</td>
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<tr>
<td>C. If the BIP worked, explain what steps (e.g., adjust reinforcement schedule) should be taken to ensure success (i.e., maintenance and generalization). If the BIP did not work, explain why and what you would try differently.</td>
<td></td>
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<tr>
<td>D. Provide recommendations regarding how the project might have been improved. What could you do better next time? Be very specific.</td>
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<tr>
<td>E. Explain how, as a future teacher, you can use what you learned while completing the final project and summary. How will this help in the future?</td>
<td></td>
</tr>
<tr>
<td><strong>e. Overall Quality of Paper</strong></td>
<td>10</td>
</tr>
<tr>
<td>A. Complete the report in <strong>5-pages maximum, not including original data collection “sheets.”</strong> Type and double-space all narrative work. Use 1-1½ margins and 12-point Times New Roman font. Please do not change the spacing, margins or font size to change the apparent length of the assignment.</td>
<td></td>
</tr>
<tr>
<td>B. Remember this is a “technical report,” which means that you have summarized the subject, setting, procedure, behaviors and data without passion or flare. In the discussion, you will offer your opinion but support your assertions with data.</td>
<td></td>
</tr>
<tr>
<td>C. <strong>Include all drafts on which I have commented or provided a grade!</strong></td>
<td></td>
</tr>
</tbody>
</table>

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References
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Course Schedule: ***The course schedule and assignment due dates are subject to change at the instructor’s discretion.***

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics (italics indicate course objective covered)</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 07/30, 08/01, 08/06 (BU) | ● Course Overview  
● The Big Picture  
● Theories of Behavior (*Behavioral Model*)  
● Nonviolent Crisis Intervention Training  
● Self- Communication                                                             | **Bring to Every Class:** CPI Student Activity Book and Behavior QI  
Maag: Chapters 1, 2, 3, 4, 5  
Blackboard Readings  
**Activities:** Theory Quiz, Objectives, Alderman, CPI, Article Abstract #1 |
| 09/18-09/21 (NO)    | ● Action Research (*Behavioral Assessment, Collecting and Graphing Data*)  
● Practice- Leadership, Instruction and Proactive Structure (*Learning Environments, Stimulus Control*) | **Bring to Every Class:** syllabus, timer, NYS IEP Guide and Behavior QI  
Maag: Chapters 8, 9, 14 and/or Blackboard Readings  
Complete Observations #1 and #2 in “Real Classroom”  
**Activities:** Reinforcement Menu, Classroom Layout, Article Abstract #2  
Due: Behavior QI |
| October & November Dates TBD | ● Practice- Strategies to Increase Positive Behavior (*Increasing Behavior, Generalization and Maintenance*)  
● Practice- Strategies to Maintain Positive Behavior (focus: PBIS Activities, FBA and BIP; *Self-Control*)  
● Practice- Strategies to Decrease Problem Behavior (*Decreasing Behavior*) | **Bring to Every Class:** syllabus, timer, NYS IEP Guide and Behavior QI  
Maag: Chapter 7, 10, 11, 12, 13 and/or Blackboard Readings  
Due: Make-and-Take Presentations  
**Activities:** Cycles, Group Oriented Contingency  
**Peer Review-** Final Project |
| December Dates TBD | ● Final Thoughts and SOOT                                                                                  | **Bring to Every Class:** syllabus, timer, NYS IEP Guide and Behavior QI  
Blackboard Readings  
Due: Final Project |

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