

**SPE 5542 - Seminar on Behavior Modification
(3 S.H.)
Summer Session II 2007**

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Class Meets: Monday through Friday, 12:00 p.m. – 1:40 p.m., 109 Retan

Required Text

Miltenberger, R. (2004). *Behavior Modification Principles & Procedures*, 3rd Edition, Wadsworth Publishers

Course Description

An investigation of the principles of behavior theory for classroom teaching techniques, particularly with exceptional children. General and specific methods for generating, strengthening, and maintaining desirable behavior, and methods for weakening undesirable behavior will be stressed. The conditioning of both academic skills and non-academic behaviors on an individual and group basis will be stressed. Direct experience in modifying the behavior of exceptional children will be arranged.

Italics - PDE Requirements

Course Objectives:

At the conclusion of the course each student will be able to:

- ☞ Conduct a variety of behavior management activities consistent with the requirements of law, rules, ethics, and regulations associated with the utilization of these procedures. *(IF)*
- ☞ Provide a basis for models, theories, and philosophies that comprise

- behavior management strategies. *(IB)*
- ✔ Use the characteristics and effects of cultural and environmental differences to determine the appropriateness of reinforcers. *(IB, IIB, IIC)*
 - ✔ Accurately monitor student progress through creating and maintaining student records. *(IIA)*
 - ✔ Conduct and use task analysis. *(IG, IID)*
 - ✔ Use strategies for facilitating maintenance and generalization skills across learning environments. *(IG)*
 - ✔ Demonstrate classroom management techniques for students with exceptional learning needs based upon programs authenticated from a research base. *(IIF, IIE)*
 - ✔ Design structure and manage daily classroom routines. *(IIB, IIF)*
 - ✔ Apply laws, rules, regulations, and procedural safeguards regarding the planning and implementation of the management of student behaviors. *(IF)*
 - ✔ Implement the least intensive intervention consistent with the needs of the exceptional individual. *(IIF)*
 - ✔ Modify the learning environment (both physical and learning) to manage inappropriate behaviors. *(IIF, IIE)*
 - ✔ Identify and integrate realistic expectations for personal and social behaviors in various settings. *(IIB, IID)*
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Course Requirements

A. Tests:

Midsession – July 19 40 points

B. Choice:

1. Role play a behavioral intervention in front of the class.
 - a. Have classmate and yourself select a typical classroom problem (physical aggression, lying, cheating, etc.)
 - b. Act out the problem prior to intervention
 - c. Intervene - showing success in the "child's" behavior change
 - d. Have graphic display to show the class
 - e. Explain why you chose the intervention with research to support your intervention approach. (4 article citations/summary)

DUE: Start July 25, 2007 20 points

OR

2. Research interventions for a behavior problem
 - a. Select a typical classroom problem
 - b. Find articles on three different approaches to the problem
 - c. Present to the class the results via a power point 8 points
 - d. You must have two articles per intervention approach (2 points per article)
 - e. Hand in the written results to the instructor. 12 points

DUE: Start July 25, 2007 20 points

C. Functional Assessment/Functional Analysis

Each student will document the success of her/his intervention with a written report. The report must contain the following:

1. Characteristics
 - a. Age
 - b. Physical condition
 - c. Mental-emotional condition
 - d. History (reinforcement, etc.)

SUBTOTAL: 2 points

2. Operationalize Target Behavior (objective):
 - a. What will learner be physically doing when demonstrating the achievement of objective? 2 point
 - b. What are the important conditions under which terminal behavior occur (e.g., must be seated)? 2 point
 - c. Identify criterion of acceptable performance used to evaluate the success of intervention. 2 point
 - d. State why it is socially valid as a behavior of interest (B.O.I.). 2 point
3. Identify antecedent events to B.O.I. If appropriate, or if not, state why. (Stimuli prior to B.O.I.) 2 points
4. State consequence of present behavior, at initial strength. (Why does or doesn't child do a certain behavior?) 4 points

5. Report Intervention:
What you did and rationale 4 points
6. Show Data Graph or results 3 points
1. Baseline
2. Intervention phase
3. Correct labeling
7. Interpretation of progress
If favorable, explain why; if not, suggest what problem was and offer a possible corrective solution. 4 points
8. Present results to class - Power Point 13 points

TOTAL PROJECT POINTS: 40 POINTS

Behavioral Report DUE: LAST DAY August 2
Style and mechanics will be appropriate; if not, points will be lost.

Grading Scale:

A	=	93 - 100	C	=	74 - 76.9
A-	=	90 - 92.9	C-	=	70 - 73.9
B+	=	87 - 89.9	D+	=	67 - 69.9
B	=	84 - 86.9	D	=	64 - 66.9
B-	=	80 - 83.9	D-	=	60 - 63.9
C+	=	77 - 79.9	F	=	Below 60

ADA: If any student needs modification of materials and/or teaching procedures due to a disability, please notify the instructor.

Professionalism: It is assumed any contact with the public on behalf of class assignments will occur with confidentiality and professionalism. Plagiarism will result in the failing of this course.

Due Dates of Assignments:

For every calendar day late, one (1) point will be lost from possible total points.

Course Calendar:

DATE	TOPIC	READING
July 2	Overview	Chp. 1
July 3	Observing/Recording Behavior	Chp. 2
July 5	Graphing and Measuring Change	Chp. 3
July 6	Reinforcement	Chp. 4
July 9	Extinction	Chp. 5
July 10	Punishment	Chp. 6
July 11	Stimulus Control	Chp. 7
July 12	Shaping	Chp. 9
July 13	Prompting & Transfer	Chp. 10
June 16	Chaining	Chp. 11
July 17	Differential Reinforcement	Chp. 15
July 18	Functional Assessment	Chp. 13
July 19	MIDSESSION	
July 20	Behavioral Skills Training	Chp. 12
July 23	Applying Extinction	Chp. 14
July 24	Antecedent Control	Chp. 16
July 25	Using Punishment	Chp. 17
July 26	Positive Punishment/Ethics	Chp. 18
July 27	Promoting Generalization	Chp. 19
July 30	Token Economy	Chp. 22
July 31	Behavioral Contracts	Chp. 23
Aug 1	Cognitive Behavior Modification	Chp. 25
Aug 2	Self-Management	Chp. 20
Aug 3	Habit Reversal Procedures	Chp. 21

Recommended Journals:

1. Academic Therapy
 2. Developmental Psychology
 3. Educational Leadership
 4. Focus on Exceptional Children
 5. Gifted Child Quarterly
 6. Gifted Child Today
 7. Instructor
 8. Intervention in School and Clinic
 9. Journal of Abnormal child Psychology
 10. Journal of Applied Behavior Analysis
 11. Journal of Educational Psychology
 12. Journal of Emotional and Behavioral Disorders
 13. Journal of Experimental Analysis of Behavior
 14. Journal of Experimental Child Psychology
 15. Journal of Experimental Research in Personality
 16. Journal of Learning Disabilities
 17. Journal of School Psychology
 18. Journal of Special Education
 19. Soviet Psychology
 20. Teaching Exceptional Children
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