



College of Education
The University of Memphis
ICL Department

**SPED 7221:
Methods II: Behavior Management in Special Education
Fall 2009**

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Office Hours: Posted

College of Education Norms

I take 100% responsibility.
I seek equity of voice.
I am willing to talk about sensitive issues.
I listen for understanding.
I appreciate the strengths and contributions of others.
I bring positive energy and encouragement to the team.
I implement the mission of the college.

THIS SYLLABUS IS COMPREHENSIVE AND SPECIFIES ALL YOU NEED TO KNOW FOR THE ORGANIZATION AND REQUIREMENTS FOR THIS CLASS. KEEP IT IN YOUR NOTE BOOK AT ALL TIMES. IF YOU HAVE ANY QUESTIONS FIRST REFER TO THE SYLLABUS, THEN *E-MAIL* ME IF YOU HAVE ANY QUESTIONS.

SPED 7221 Behavior Management in Special Education

Instructor Information: Office hours for Fall 2009 are posted as before and after class and by appointment. The best way to contact me is through email at rmtaylor3@memphis.edu. My office phone number is 901-678- . Information for the course will be posted at <http://umdrive.memphis.edu/rmtaylor3/public>.

Course Description: Advanced strategies for managing social behaviors of learners with mild to severe disabilities. Techniques for eliminating maladaptive behaviors, managing aggressively and antisocial students, and teaching appropriate social skills.

Prerequisites: SPED 7000

Required Text:

- Paine, S, Radicchi, J., Roselini, L.C., Duetchman, L, & Darch, C. B. (1983). *Structuring your classroom for academic success*.
- Rhode, G., Jenson, W. R., & Reavis, H. K. (1992). *The Tough Kid Book*.
- Jenson, W. R., Rhode, G., & Reavis, H. K. (1994). *The Tough Kid Tool Box*.

The Tough Kid Book (\$22.50) and *The Tough Kid Tool Box* (\$19.50) are available for purchase at www.sopriswest.com

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized. (The Teacher, Haim Ginott)

Support of Conceptual Framework:

Managing classroom behavior can be one of the most formidable tasks facing teachers. There are occasions when simple monitoring and modification of the learning environment is sufficient to develop and maintain appropriate classroom behavior. However, there will be times when students behave in unacceptable ways. This is as true for the best teacher as it is for the worst. The decisions a teacher makes during these times can escalate or deescalate an already unfavorable situation.

The most commonly expressed concern of students, teachers, parents and school administrators regarding schools is poor classroom management and control and disruptive student behavior. Jones (2000) observed that teachers lose about one half of their teaching time in a typical classroom because of students' disruptive behavior. Although much of this disruptive behavior is minor, almost all teachers report that disruptive behavior interferes with their teaching, sometimes greatly.

Effective classroom management is critical to students' learning and attitudes about their education. Classroom management refers to all of the things teachers do to organize students, space, time and materials to maximize effective teaching and student learning. Research has shown effectively managed classrooms and high student achievement are linked.

Classroom management is complex, and many variables need to be considered when making management and discipline decisions. This course is designed to address these complex variables.

Behavioral Special Education

It is not so much a skill as a personal characteristic--an attitude. And that attitude is one of optimism. If you believe in the principles of the behavioral approach, then an optimistic approach is the only one with which you can function. You believe that this child can learn and that you can arrange the environment to help him learn. You cannot indulge yourself in the luxury of saying, "He's too stupid," or "He must be brain damaged." You naturally embrace an attitude of let's try doing something else kind of thing.

-Sidney Bijou (1971)

COURSE MATERIALS

Dry Erase Board, Books, Guided notes

COURSE OBJECTIVES

1. Integrate affective and social skills development, career and vocational development, personal management, and the academic curriculum.
2. Implement instruction using a variety of teaching strategies in a variety of stimulation environments including the multisensory approach and applied behavior analysis/principles of learning.
3. Articulate a personal philosophy of ethics related to the use of behavior management and behavior modification programs.
4. Demonstrate instructional and social skills that assist students in developing a positive self concept and in interacting constructively with peers in integrated settings.
5. Design and implement instruction that is based on applied behavior analysis techniques and that reflects a balance among safety concerns, adequate supervision, and normalized risk taking.
6. Recognize the communicative intent of behavior and design, implement, and monitor programs that address behavioral excesses and deficits using community referenced behavior management strategies.

7. Implement systematic, data based, errorless learning, and trial and error instructional strategies.
8. Employ behavioral principles to support acquisition learning, such as modeling, shaping, chaining, prompting, and fading, and to support maintenance and generalization of learning.
9. Analyze and address inappropriate behavior.
10. Maximize students' independence by using strategies to assist in decision making.

COURSE STRUCTURE, METHOD OF INSTRUCTION AND REQUIREMENTS

In class activities

This course is designed to be highly interactive. You are encouraged to ask questions often. Classes will begin promptly at 5 PM. Therefore, it is important that you come to every class on time. On some occasions, we will engage in active student responding exercises (ASR). On other occasions, we may do small individual or group activities. You are responsible for printing and bringing to class the group activity assignments. The assignments are to be completed in class. **If you are not in class on those days you will not earn points for the in-class projects.**

Assignments

Contingency contract (10 points)

After the first class re-read the syllabus and fill out your contingency contract for this course. (Hint: all of the answers to the contract are underlined in the syllabus, however, not everything that is underlined goes in the contract.)

Written contingency contract (10 points)

After learning how to write a contingency contract you will write a contract for a hypothetical (or real person). Your contract must include:

1. A description of an observable task
 2. When the task will be accomplished
 3. How well the task has to be performed (for example, complete 10 math problems)
 4. A description of the reward for task completion
 5. The time the reward will be delivered
- *Each component is worth 2 points**

Final Project: Classwide Behavior Management Plan

The University of Memphis
College of Education Assessment System (COEAS)

3.b. Key Candidate Assessment # 5

NAME OF PROGRAM: Special Education BS/MAT

For each of the 6-10 key assessments identified in 3.a, programs will prepare a narrative using the following headings and containing this information. (Note: this document was created in Microsoft Word and the table below may be adjusted as necessary.)

Name of Assessment:

Classroom Wide Behavior Management Plan

Description of Assessment: (Including instructions to candidates about the assigned task.)

Personal Philosophy of Behavior Management. You will write at least a 250-word position statement regarding your philosophy of behavior management. The document must include at least three belief statements followed by supporting sentences. Your description must also include a statement about children from culturally and linguistically different backgrounds. For example, “*I believe all students can... Because of this belief I plan to...*”

Structure of the Environment. You will identify how you will, (a) structure student seating arrangements with supporting reasons for doing so, (b) where you will place the teacher’s desk and why (c) where you will place teaching stations/learning centers and why, (d) where you will place teaching assistant’s/aids and why, (e) how you will organize materials to help maximize instructional time, and (f) where you will post your classroom schedule and why.

Classroom Rules. You will, (a) identify three to five classroom rules. The rules must be stated in terms of what the students can do, (b) describe how you will develop the rules and with whom, (c) describe how you will teach the rules, (d) describe your plan for supporting rule following, (e) describe how you will monitor your own behavior.

Motivational System(s). You will describe any reinforcement-based systems you will put in place in your classroom. The description must include, (a) how you will identify preferred stimuli, (b) How you will reinforce behavior during the acquisition phase of learning and the practice phase of learning (c) group oriented contingencies and (d) self-management strategies.

Plan for Handling Problem Behaviors. You will, (a) list at least three pro-active tactics for decreasing the probability that a behavior problem will occur, (b) describe how you will intervene when a student misbehaves. The description must include a statement of what you will say and as well as a statement of your actions after the student complies and what your actions will be if a student does not comply.

Measurement System. You will develop and describe a measurement system that includes (a) a description of the behaviors you will measure and (b) the dimension of behavior you will measure

The purpose of this assignment is to provide you with the opportunity to become familiar with a comprehensive behavior management system. You must complete the Classroom Wide Behavior

Management Plan according to the guidelines provided in the following rubric.

Classroom Behavior Management Plan Requirements

Scoring Guide and Content Rubric: 280 Total Points

Ratings Indicator	Beginning 10	Developing 20	Accomplished 30	Exemplary 40	Score
<p>Identifies objectives appropriate for student(s)</p> <p>Pillar of Practice IV: Assessment and Responsive Practice. Pillar of Practice V: Management of Classrooms and Individuals.</p> <p>CEC Standard 5; Effective management of teaching and learning; Create a safe, equitable, positive, and supportive learning environment in which diversity is valued; Modify the leaning environment to manage behavior; Design and manage daily routine; Use universal precautions.</p> <p>TN Standard 5; Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement and self-motivation.</p>	<p>Personal Phil. of Inst. Is less than 250 words and does not include three belief statements with supporting sentences and does not include statement regarding diversity</p>	<p>Personal Phil. of Inst. Is less than 250 words or does not include three belief statements with supporting sentences or does not include statement regarding diversity</p>	<p>Personal Phil. of Inst. Is 250 words but does not include three belief statements with supporting sentences or does not include statement regarding diversity</p>	<p>Personal Phil. of Inst. Is 250 words includes three belief statements with supporting sentences and includes statement regarding diversity</p>	
	<p>Structure of environment is missing any three of a through f listed above</p>	<p>Structure of environment is missing any two of a through f listed above</p>	<p>Structure of environment is missing any one of a through f listed above</p>	<p>Structure of environment is missing none of a through f listed above</p>	
	<p>Less than three or more than five classroom rules or rules are vague or negative.</p>	<p>Less than three or more than five classroom rules positively stated. Or missing descriptions of teaching the rules, plan for supporting rule following, monitoring your behavior</p>	<p>Three to five classroom rules positively stated. Missing descriptions of teaching the rules, or plan for supporting rule following, or monitoring your behavior</p>	<p>Three to five classroom rules positively stated. Descriptions of teaching the rules, plan for supporting rule following, and monitoring your behavior</p>	
	<p>Description of motivational system missing any one of a through c</p>			<p>Description of motivational system that includes all items a through c</p>	
	<p>Measurement system missing either a or b</p>			<p>Measurement system that includes items a and b</p>	
	<p>Five or more spelling or grammatical errors</p>	<p>Four spelling or grammatical errors</p>	<p>Two to three spelling or grammatical errors</p>	<p>Zero to one spelling or grammatical errors.</p>	

Scoring Guides or Performance Criteria:

The scoring guide for competency satisfaction is 0 – unacceptable, 1 – satisfactory, 2 – exemplary.

The equivalent scoring for this assignment is:

Score received is less than 100 points equivalent to a 0

Score received is 101 – 249 points equivalent to a 1

Score received is 250 -280 points equivalent to a 2

This score will be included as a data source for standard 5.

Steps to Ensure Fair, Consistent, Accurate, and Non-Biased Assessment:

Course assignments and requirements are reviewed the first day of class. In addition, information which impacts grading of this assignment is taught, explained, and/or discussed prior to the due date.

At the beginning of the semester, each person enrolled in the SPED 3803 and SPED 7221 courses is given a syllabus which provides a detailed description of this assignment.

Faculty who are responsible for teaching this course participate in an orientation that reviews course content and assignment grading requirements.

There is an appeals process in place for students with concerns.

Web Assignment

1. Go to <http://iris.peabody.vanderbilt.edu/onlinemodules.html>
2. Click on *Who's in Charge* and answer the questions below. Please use a separate sheet of paper and write the question and your answer (typed please). Also, please go through the module in the correct order and take your time. **I want you to answer the questions correctly, but that is not the point of this exercise. The point is for you to learn something.**
3. After you have finished with *Who's in Charge* click on *Addressing Disruptive and Noncompliant Behaviors* and answer the questions below.

Questions for Who's in Charge?

1. Do you think Ms. Rollison's concerns about student behavior are justified? Please explain why or why not.
2. What are the Six Key Assumptions that are critical for a comprehensive behavior management plan
3. How can a teacher become aware of culture is influencing a student's behavior (Dr. Voltz first sound bite)
4. Write a brief statement of purpose for your classroom.
5. What are the four guidelines for developing classroom rules?
6. When do consequences for behavior work best?
7. When delivering disapproval statements what are the things you need to keep in mind
8. According to Dr. Jackman, why does a teacher need put special procedures in place?
9. What does a typical action plan involve?
10. How can procedures that are well developed and specifically taught reduce behavior problems?

Addressing Disruptive and Noncompliant Behaviors (Part 1)

1. What are some situations in which even the best plans may not be enough to prevent?
2. What are the seven phases of the acting out cycle?
3. Why is it important for a teacher to give attention to a student when he is in the "calm" phase of the acting out cycle?
4. What are some school based triggers for acting out behavior?
5. In the video, what is the trigger for Mark's acting out behavior?
6. How can a teacher interrupt the "agitation" phase of acting out behavior?
7. In the video, what are some indications that Mark has entered the "agitation" phase?
8. How can a teacher interrupt the "acceleration" phase of acting out behavior?
9. In the video, how did the teacher stop Mark's progression through the acting out cycle?
10. How should a teacher respond when a student is in the "peak" phase of the acting out cycle?
11. When behavior gets out of control what should a teacher do?
12. What should a teacher do during the "recovery" phase of the acting out cycle?

There will be no more questions, however please continue to the end of this module. See if you can correctly identify the phases of the acting out cycle in *Practice with the Acting Out Cycle*.

Quizzes (10 points each)

On designated classes, you will take a 10 -point quiz over the topic(s) discussed. The quiz will consist of short answer/fill-in-the-blank questions, and essay questions based on the objectives listed below. If you are ill or have an emergency and cannot attend the class on that day, please notify me in advance. We will schedule an alternate day to take the quiz not more than one week from the designated date, after that time you will not be allowed to take the quiz.

** Students who have a documented learning disability are encouraged to meet privately with me to discuss arrangements for approved accommodations.

Application Tasks (25 points)

On designated classes, you will complete application exercises designed to assess your ability to master the concepts of this class.

GRADING

Written work

- 1. Assignments are due on the date specified in the syllabus.** If you cannot attend class on the date an assignment is due you can (a) email the paper to me as an attachment, (b) give it to a classmate to turn in, or (c) turn it in early. **If you turn in a paper on a date after it is due it will earn a score of 0 points.**
- 2. All papers must be typed, double-spaced with 1-inch margins** (top, bottom, left, right). Each paper must have the course number, and your name(s) top left hand corner of the page. 5 points will be automatically deducted from papers that do not follow this format. (This applies to the written contingency contract.)
- 3.** I reserve the absolute right to award extra credit points for work that is outstanding or goes well beyond the minimum requirements outlined in this syllabus. I will notify you if your work receives extra credit. Students who work hard should be recognized for the extra effort they put into their work.

Scores	Point values	Grades	Percentages	
Contingency contract	10	A	510+-474	100-93
Written contingency contract	10	B	473-433	92-85
Web Assignment	25	C	432-392	84-77
Quizzes (6@ 10 points)	60	D	391-351	76-69
Application Tasks (5@ 25 points)	125	F	<321	69-0
Final Project	280			
Total points:	510			

Note to students

1. Please **do not bring to class or turn off all cellular phones and beepers**. If your phone or beeper rings during class time **you will loose 2 extra credit points**. Please refer to the codes and standards of professional behavior developed by the department.
2. To be successful in this course, you must **invest time for study**.
3. The purpose of the instructor is to provide you with the necessary and sufficient information for you to succeed; I take seriously this responsibility. If you are having trouble with any aspect of this course, **come see me early, do not wait**. I will make every effort to assist you in any way possible.

Disability Statement: The University of Memphis does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. *The student has the responsibility of informing the course instructor (at the beginning of the course) of any disabling condition, which will require modification to avoid discrimination.* Faculty are required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Any student who may need class or test accommodations based on the impact of a disability is encouraged to speak with me privately to discuss your specific needs. Students with disabilities should also contact Disability Services (SDS) at 110 Wilder Tower, 678-2880. SDS coordinates reasonable accommodations. A student who requests disability-related accommodations for this course should provide me with a memo from SDS. The memo verifies that the student is registered with SDS, is qualified under the law as a person with a disability and that the listed accommodations are considered appropriate and reasonable considering the functional limitations of the disability.

Academic Dishonesty: All written work submitted must be the student's original work and conform to the guidelines of the *American Psychological Association (APA)* available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. It is the student's responsibility to know all relevant university policies concerning *plagiarism*. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

Be assured and forewarned that *cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this course*. All cases of suspected cheating will be referred to the College. **If you find yourself having problems with the course, please talk to me.**

University of Memphis Code of Student Conduct - Academic Dishonesty

□ WHAT IS ACADEMIC DISHONESTY?

The University of Memphis Code of Student Conduct defines academic misconduct as all acts of cheating, plagiarism, forgery and falsification.

The term "cheating" includes, but is not limited to:

- using any unauthorized assistance in taking quizzes or tests
- using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments
- acquiring tests or other academic material before such material is revealed or distributed by the instructor
- misrepresenting papers, reports, assignments or other materials as the product of a student's sole independent effort
- failing to abide by the instructions of the proctor concerning test-taking procedures
- influencing, or attempting to influence, any University employee in order to affect a student's grade or evaluation
- any forgery, alteration, unauthorized possession, or misuse of University documents

The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

Academic dishonesty also includes:

furnishing false information to any University official, faculty member or office.

forgery, alteration, or misuse of any University document, record, or instrument of identification.

Be assured and forewarned that *cheating, plagiarism, or other acts of academic dishonesty will not be tolerated in this course*. All cases of suspected cheating will be referred to the College. **If you find yourself having problems with the course, please talk to me.**

INSTRUCTIONAL OBJECTIVES AND COURSE CONTENT

Outline of Course Objectives Supporting State/National Standards and Pillars of Effective Practice:

Pillar of Practice IV: Assessment and Responsive Practice

Objective	Standard(s) Addressed by the Objective
Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences	TN 8-Common Core; CEC Common Core 5, 8,
Discuss the importance of measurement in education	TN 8-Common Core; CEC Common Core 5, 8, 0
Describe the dimensions of behavior and their relationship to data collection	TN 8-Common Core; CEC Common Core 5, 8,

Pillar of Practice V: Management of Classrooms and Individuals

Objective	Standard(s) Addressed by the Objective
Define classroom management and explain its purpose	TN5-Common Core and Modified; CEC Common Core 5
List the problem characteristic of many classrooms	TN5-Common Core and Modified; CEC Common Core 5
Identify the purpose of classroom organization	TN5-Common Core and Modified; CEC Common Core 5
Describe the importance of and the process for of time management	TN5-Common Core and Modified; CEC Common Core 5
Describe the methods for developing and using classroom rules	TN5-Common Core and Modified; CEC Common Core 5
Describe the process of communicating expectations	TN5-Common Core and Modified; CEC Common Core 5
Describe the best teaching practices at the acquisition and practice stage of learning	TN5-Common Core and Modified; CEC Common Core 5
Describe the methods for effectively using reinforcement in the classroom	TN5-Common Core and Modified; CEC Common Core 5
Describe how to manage individual requests for assistance	TN5-Common Core and Modified; CEC Common Core 5
List the strategies for preventing and remediating aggressive behavior and rule infractions on the playground	TN5-Common Core and Modified; CEC Common Core 5
List the strategies for improving the quality of teacher to student interactions	TN5-Common Core and Modified; CEC Common Core 5
Describe the effective use of differential reinforcement in the classroom	TN5-Common Core and Modified; CEC Common Core 5
List the problems with the use of punishment (why it is best not to use punishment)	TN5-Common Core and Modified; CEC Common Core 5

<u>Class</u>	<u>Topics</u>	<u>Objectives</u>	<u>Assignment Due</u>	<u>Due for next class</u>
CL 1 8/31 9/14	Basic Assumptions, Definitions, and Principles of Behavior	<ul style="list-style-type: none"> • Define classroom management and explain its purpose • Define the principles of human behavior • Describe faulty notions about teaching and learning • Describe useful assumptions about teaching and learning • Define and describe the basic principles of behavior • Describe how to choose an effective reinforcer • Describe how to effectively use reinforcement in the classroom 	<ul style="list-style-type: none"> • Take notes 	<ul style="list-style-type: none"> • Contingency contract • Read Ch 1 and 2 Rhode et al • Read Ch 1 and 2 Paine et al. • Take quiz 1
CL 2 9/21 9/28	Behavioral Sleuthing	<ul style="list-style-type: none"> • Compare and contrast behavioral topography and behavioral function • Describe how to assess a behavior problem • Write a good behavioral objective • Describe the process of planning an effective intervention • Describe how to implement an intervention • Describe the process of analyzing the results of an intervention 	<ul style="list-style-type: none"> • Take notes • Take quiz 1 • Turn in contingency contract 	<ul style="list-style-type: none"> • Read Ch 3,4, Rhode et al. • Read Ch 4 Paine • Take quiz 2 • Application Exercise 1
CL 3 10/5 10/12	Active Student Responding, Increasing Appropriate Student Behavior	<ul style="list-style-type: none"> • Define ASR • Compare and contrast ASR with time-on-task, allocated time and Instructional time • Describe the effective use of response boards, choral responding and guided notes • Describe the process of communicating expectations • Define the Learn Unit • Describe the best teaching practices at the acquisition and practice stage of learning 	<ul style="list-style-type: none"> • Take notes • Take quiz 2 • Application Exercise 1 	<ul style="list-style-type: none"> • Take quiz 3 • Application Exercise 2 • Web Assignment

<u>Date</u>	<u>Topics</u>	<u>Objectives</u>	<u>Assignment Due</u>	<u>Due for next class</u>
10/26	NO CLASS	<ul style="list-style-type: none"> • DO WEB ASSIGNMENT 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Take Quiz • Application Exercise 2 • Web Assignment
CL 4 11/2 11/9	Group Oriented Contingencies, and Self-management	<ul style="list-style-type: none"> • Describe the methods for effectively using Group Oriented Contingencies • Define and describe correspondence training • Define self-management • List 2 reasons why self-management is important • Describe the three components of self-management • Describe the components of the self-management process • Describe the process for using contingency contracts 	<ul style="list-style-type: none"> • Take notes • Take quiz 3 • Application Exercise 2 	<ul style="list-style-type: none"> • Read Ch 5,6 Paine et al. • Take quiz 4 • Application Exercise 3
CL 5 11/16	Classroom organization, Developing roles of others, Time management	<ul style="list-style-type: none"> • List the problem characteristic of many classrooms • Identify the purpose of classroom organization • List the reasons to use special procedures for organizing classroom space • List the proper arrangement of student's desks to maximize learning • Describe ways to incorporate others into classroom management • List some items that belong on a bulletin board • Describe the process of time management • List six things teachers can do to efficient manage actual teaching time • Describe the importance and process of planning for transitions 	<ul style="list-style-type: none"> • Take notes • Take quiz 4 • Application Exercise 3 	<ul style="list-style-type: none"> • Read Ch 7, 8 Paine et al. • Take quiz 5 • Application Exercise 4

<u>Date</u>	<u>Topics</u>	<u>Objectives</u>	<u>Assignment Due</u>	<u>Due for next class</u>
CL 6 11/23	Classroom Rules, Managing Group Instruction, Choice making	<ul style="list-style-type: none"> • Describe the methods for developing and using classroom rules • Write good and bad classroom rules • Describe the purpose and use of a teaching station • List the reason to use a self-correction station • Describe how to use a self correction station • Describe the factors that affect choice making • Describe how to influence the choices students make 	<ul style="list-style-type: none"> • Take notes • Take quiz 5 • Application Exercise 4 	<ul style="list-style-type: none"> • Read Ch 9,10 Paine et al. • Take quiz 6 • Application Exercise 5
CL 7 11/30 12/7	Positive Behavior Reduction and Punishment	<ul style="list-style-type: none"> • List the procedures for controlling classroom distractions • Define proximity control and signal interference • Define differential reinforcement • Describe the effective use of differential reinforcement in the classroom • Write the scientific definition of punishment • Define default technology • List the problems with the use of punishment (why it is best not to use punishment) • Describe the warning procedure • Describe the scientifically validated use of brief timeout from positive reinforcement • Describe the use of restitution and positive practice overcorrection 	<ul style="list-style-type: none"> • Take notes • Take quiz 6 • Application Exercise 5 	<ul style="list-style-type: none"> • Read Ch 11,12 Paine et al. • Take quiz 7 • Application Exercise 6
	Final Exam	<ul style="list-style-type: none"> • Turn in Final Project 		<ul style="list-style-type: none"> • CONGRATULATIONS!

Assignment 1 (10 points)

Re-read the syllabus and fill in the blanks on this contract between you and me and bring it to class next week.

Contingency Contract

Name: _____ E-mail address: _____

Section number ____ Phone Number: _____

I understand that this class meets on _____ at ____ pm. During class I am encouraged to _____ . In order to meet the requirements for this class, I need to come to _____ on time and bring with me _____ , _____ , _____ , _____ , and a _____ to EVERY class. If I am ill or have an emergency, I will notify Dr. Taylor _____. To be successful in this course I must _____. If I do these tasks I will earn an A in this class at the end of the semester. If at any time I am having trouble in this class I will _____ Dr. Taylor and he will make every effort to assist me in any way possible.

By signing this contract I agree to the above terms and conditions

Student _____

Instructor _____