



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

Department of Social Sciences

COURSE NUMBER: PSY 220 (Spring 2013)
COURSE TITLE: Behavior Management

CREDIT HOURS: 3
CLOCK HOURS: 45

INSTRUCTOR: Mark H. Kavanaugh, MS
OFFICE: 306 Carter Hall

OFFICE HOURS: by appointment
VOICE MAIL: 453-5189

E-MAIL ADDRESS: mkavanaugh@kvcc.me.edu

Note: as my courses utilize Blackboard extensively, it is best to communicate with me through the email associated with Blackboard regarding course related questions.

TEXTS: There is no textbook for this course, content will be provided online

PRE/CO-REQUISITES: None.

COURSE DESCRIPTION:

Students learn to apply behavior management techniques in their own lives and in the educational setting. Control of the antecedents and consequences of behaviors is emphasized. Study of theory and research provides a framework for practical application.

COURSE OBJECTIVES:

Upon successful completion of this course, the student should be able to:

1. Describe the characteristics and application of applied behavior analysis in education (and in home and in the workplace)
2. Systematically and formatively assess, evaluate, and describe learner behavior:
3. Develop a complete behavior change program:
4. Evaluate and systematically adjust a behavior change plan based on performance data:
5. Systematically describe the outcomes and recommendations of a behavior change program.

COURSE COMPETENCIES:

1. Knowledge of principles of Applied Behavior Analysis
2. Knowledge of methods for conducting a Functional Assessment of challenging behaviors and developing Behavioral Support Plans
3. Knowledge of advanced methods for counting, recording, calculating inter-observer reliability, and graphing behavior
4. Knowledge of curricular modifications, implementation of direct instruction, and classroom environmental factors that promote students' appropriate behavior
5. Knowledge of the use of differential reinforcement to decrease inappropriate behaviors

6. Knowledge of the use of techniques for teaching student self-management
7. Knowledge of cognitive-behavioral modification assessment and intervention
8. Knowledge of tactics for promoting generalization of behavior change

COURSE OUTLINE:

(Note: Within the online course in Blackboard you will find a highly detailed calendar of the course including all due dates)

Week 1 beginning Monday January 7

- Lesson 1: Introduction and Orientation
- Lesson 2: Dignity and Behavior Support

Week 2 beginning Monday January 14

- Lesson 3: Defining Behavior

Week 3 beginning Monday January 21

- Lesson 4: Positive Reinforcement and Punishment
- Lesson 5: Negative Reinforcement

Week 4 beginning Monday January 28

- Lesson 6: The ABC's of Behavior Management

Week 5 beginning Monday February 4

- Lesson 7: Teaching Functional Skills
- Lesson 8: Role of the Environment

Week 6 beginning Monday February 11

- Lesson 9: Role of Choice

Week 7 beginning Monday February 18

- Winter Break

Week 8 beginning Monday February 25

- Lesson 10: Interactions

Week 9 beginning Monday March 4

- Lesson 11: Prompting

Week 10 beginning Monday March 11

- Lesson 12: Error Correction

Week 11 beginning Monday March 18

- Lesson 13: Chaining

Week 12 beginning Monday March 25

- Lesson 14: Program Implementation
- Lesson 15: Problem Solving

Week 13 beginning Monday April 1

- Spring Break

Week 14 beginning Monday April 8

- Lesson 16: Functional Analysis

Week 15 beginning Monday April 15

- Lesson 17: Data Collection

Week 16 beginning Monday April 22

- Lesson 18: Evaluating a Written Behavior Support Plan
- Lesson 19: Performance Analysis and Performance Engineering

Week 17 beginning Monday April 29

- Wrap Up and Evaluation

COURSE ACTIVITIES/REQUIREMENTS:

For each week in this class you will be assigned specific activities. These activities may include reading in the textbook, reading outside material, participation in discussions, quizzes on the text content, and reflection quizzes.

Lesson Plans

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Navigator. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, assessments (quizzes on other types of material aside from the book), and assignments (written work submitted as an attached document in a “drop box”)

Each Lesson consists of:

- “Lesson Plan” that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions and/or Quizzes that go along with that Lesson.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. These discussions will be graded and will be available for a specified amount of time (Monday morning until Sunday night on a given week in the course). You are required to participate in these discussions following the instructions that will be provided to you in the online Lessons.

Grading of the online discussions will be done in accordance to this grading rubric:

Criteria	Levels of Achievement		
	Non Performance	Needs Improvement	Meets Expectations
Main Post	0 Points No participation or main post does not address the prompt in the instructions	20 Points Main post is present but does not go into sufficient depth, is missing particular components, or simply repeats what others have already posted...when applicable, facts are not substantiated with a reference.	40 Points Main post adds substance to the discussion and meets all the requirements of the prompt in the instructions...when applicable, facts are substantiated with a reference.
Reply Post	0 Points No participation or response posts are surface and do not contribute to the discussion	20 Points Does not meet the total requirement for the number of response postings	40 Points Reply posts exist in the expected number and quality
Mechanics	0 Points No participation or post is written with unacceptable spelling, grammar, and/or syntax errors	10 Points Errors in mechanics are minor, but are somewhat distracting from the message	20 Points No substantial errors in spelling, grammar, and/or syntax

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others' responses to your post and so that others may benefit from your responses).

I have a no-excuse policy on discussion participation. There is no make up for missed discussions regardless of the reason.

Lesson Quizzes

These quizzes will consist of questions related to activities I assign in the class, the content of the discussions, or information you gather from research or from your interview (see below).

Within each Lesson outlined you will be provided with a lists of ALL the questions in the specific Assessment. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz; you only have one shot at these.

Quizzes must be completed by the end of the week in which they are assigned. You may be able to work ahead on some of these quizzes as well.

Extensions on the due dates for Quizzes may be allowed with sufficient reason; however, I reserve the judgment to not grant an extension. If you anticipate needing extra time it is best to get in touch with me PRIOR to the due date.

GRADES:

Grading for the course will be accomplished in the following manner:

1. Lesson Discussion	40%
2. Lesson Quizzes	25%
3. Lesson Assignments	25%
4. Lesson 14 Assignment	10%

Letter Grades---Based on a final grade scale of 0-100, the following letter grades will be assigned:

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
Below 73	F

Please note that I will not be giving grades below a C. The rationale to this is that students who do not master more than 72% of the material in this class are not prepared to meet the expectations of future classes or programs that require this course. It simply means that you have not learned enough material to really say that you have “passed” the class.

INCOMPLETES:

Students who make arrangements for submitting work after the course is completed will be given a letter grade reflecting the work they HAVE done. I will not be submitting grades of “I” or “Incomplete”. When the student has completed the work that is missing I will then change the final grade accordingly. Considering the structure of this class I anticipate that I will be rarely making these sorts of accommodations and they will only be made under extreme circumstances...do not assume that a request for an incomplete will be approved.

LATE WORK:

One of the key skills that one learns through their college career is task and time management. You have to learn to balance your life obligations and your school commitments. Each of us has only 24 hours a day to do what we need to do, so the difference between success and failure often comes down to how well you manage your time.

While you have to manage your time to get your work done, we, as instructors, need to manage our time in order to get your work graded and to provide timely feedback (where the REAL learning happens!). It is important that you submit your work by the due dates provided in the class so that your instructor can grade this work in a timely fashion.

If, for some reason, you are not able to get your work done, you must contact your instructor as soon as possible. This means you have to contact your instructor BEFORE the work is due, not after the due date. It is the sole discretion of the instructor as to if they will provide you any extra time to do any work. We are NEVER obligated, outside of official accommodations for disability, to provide extra time for you to get your work done, so do not consider this a “right” that you have under whatever circumstances you have encountered.

Hint: If you have unintentionally overlooked a due date for an assignment, your best course of action is to complete the assignment and send it to your instructor right away. Explain your circumstances and simply request that the instructor look at your work and provide feedback even if they are not going to award you any grade for the work. It is STILL the sole discretion of the instructor to award credit or not, but this method will demonstrate more commitment on your part and may influence that decision.

ATTENDANCE POLICY:

Attendance in this class is crucial for you to pass this class. Attendance in this class is monitored by your completion of the assigned weekly activities and your attendance in class (face-to-face classes) or participation in online discussions (online classes). If you fail to come to class and/or participate in the assigned activities for a given week you will receive an attendance warning, even if you have logged into the course. You are given credit for the WORK that you complete, not just logging in. Consistently missing class, discussions, and/or other assignments will devastate your grade.

Regardless if this is a face-to-face or online class, if you have inconsistent access to a computer or the Internet it is likely that taking this class is NOT a good idea. It is YOUR responsibility to assure that you have the computer, software, and Internet access to participate in the course. Keep this in mind...the vast majority of this class can be done from any public workstation...a library computer, a friend's computer, etc. There really is no excuse for not accessing the class to complete assignments.

If you anticipate that you will have difficulty meeting these requirements due to vacations, weddings, childbirth, alien abduction, or any other reason, you should consider taking the class at another time.

The "No Excuse" Policy

While I am deeply dedicated to your success as a student and as a person, and I understand that "life" can get in the way of your goals, I am also deeply committed to ensuring that my grading and interactions with you are fair and equitable. To this end, I have developed a policy that I call my "No Excuse" policy. Portions of this class, whether conducted online (mainly discussions) or in class (attendance) simply cannot be "made up" in any way. As adults, you entered into a "contract" to take this course understanding the demands that it will make on your time and external commitments.

Therefore, I do not incorporate any process of "make up" for specific aspects of this class that require your "presence" (such as online discussions and class attendance). If you miss class or miss participating in any graded online discussions you simply cannot make it up regardless of the reason why you missed them. It is not for me to judge the decision you made to not attend or participate therefore I do not place myself as a judge in these circumstances: determining which "excuses" are valid or not.

Consider this course as you would a "part-time, hourly job". You get "paid" when you are "here" and you would certainly not expect to get paid if you were not "there".

This includes medical and disability issues related to your ability to take this class. Accommodations for medical and disability-related conditions need to be verified through the Dean of Students (see below) but apply only to "non-essential" aspects of the course. Attending class and participating in online discussions are considered essential aspects of the course and are not subject to accommodation.

For example:

Let's say you broke a leg while skydiving in Peru and you didn't get back home in time to participate in class. If you missed a live class or missed online discussions during that absence,

you could not make that up (because participation in these aspects of the course are time dependent and essential to the class).

However, if you missed an online test during that time, I might be able to make accommodations for you to take the test at another time (since being available during a specific time period is NOT essential to taking the test---though an alternative test may be created to ensure that you don't benefit from others having already taken the test!)

If circumstances arise that impact your ability to meet the ESSENTIAL aspects of this course (class attendance, participation in online discussions, lack of access to the internet), you need to contact me immediately so that we can do what we can to find the best solution for your circumstances.

STUDENTS WITH DISABILITIES

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a request form for accommodations. This form is created with The Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION:

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to Barbara Conner, Director of the Marden Center, 130 King Hall, phone: 453-5084 or Karen Normandin, Dean of Students, Enrollment Service Center, Frye Building, 453-5019.

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to John Delile, Affirmative Action Officer and ADA Compliance Officer, KVCC Annex Building, 50 Eskelund Drive, Fairfield, ME 04937, phone: 453-5000.