

# Northern Marianas College

## CURRICULUM ACTION REQUEST

Course Guide: ED 352 Behavior Modification in the Classroom

**Effective Semester / Session: Spring 2012**

**Type of Action:**

- New
- Modification
- Move to Inactive (Stop Out)
- Cancellation

**Course Alpha and Number: ED 352**

**Course Title:** Behavior Modification in the Classroom

**Reason for initiating, revising, or canceling:**

ED 352 Behavior Modification in the Classroom is a required course for a BS in Education as listed on the IDPs for the concentrations in Special Education and Rehabilitation and Human Services.

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Roy Greenland

*R Greenland*

12-20-11

Proposer

Date

Roy Greenland

*R Greenland*

12-20-11

Acting Director, School of Education

Date

Barbara Merfalen

*Barbara Merfalen*

12-20-11

Dean of Academic Programs and Services

Date

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## Course Guide

**Course:** ED 352 Behavior Modification in the Classroom

### 1. Department

School of Education

### 2. Purpose

The intention of this course is to serve as an introductory to classroom behaviors and management. Students will be given a base of understanding through a historical overview. Upon this foundation students will then be introduced to the concepts of measurement, methodology, and structure. The course provided a study of the basic principles of each of these in order to give students a complete appreciation and understanding of the challenges they will face in the classroom. Finally, the course will teach procedures to establish new behavior, to use applied behavior analysis, and to decrease undesirable behaviors while increasing those behaviors that are desirable.

### 3. Description

#### A. Required/Recommended Textbook(s) and Related Materials

Required

Miltenberger, Raymond G. *Behavior Modification: Principles and Procedures*. Fifth Edition. Wadsworth Publishing, (2011). ISBN-13: 978-1111306113

Language: English

Readability level: Grade 12

#### B. Contact Hours

1. **Lecture:** 3 hours per week / 42 hours per semester

2. **Lab:** n/a

3. **Other:** 3 hours of observation in the classroom

#### C. Credits

1. **Number:** 3

2. **Type:** Regular Degree Credits

#### D. Catalogue Course Description

Ed 352 is a companion course for ED 351. However, it gives greater depth and insight that is required for student practitioners preparing to work in Special Education and Rehabilitation and Human services. The intention of this course is to serve as an introductory to classroom behaviors and management. Students will be given a base of understanding through a historical overview. Upon this foundation

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students will then be introduced to the concepts of measurement, methodology, and structure. The course provided a study of the basic principles of each of these in order to give students a complete appreciation and understanding of the challenges they will face in the classroom. Finally, the course will teach procedures to establish new behavior, to use applied behavior analysis, and to decrease undesirable behaviors while increasing those behaviors that are desirable. This course uses a precise, step-by-step, scientific approach to explain human behavior. Case studies and examples illustrate key principles. Successful completion of this course prepares students to take ED 401.

Prerequisites: ED 315 and completion of, or concurrent enrollment in ED 316 and ED 351, or permission from the Director of the School of Education.

English Placement Level: EN 202

Math Placement Level: MA 132

(Offered Spring)

**E. Degree or Certificate Requirements Met by Course**

Bachelors of Science in Education with a Concentration in either Special Education or Rehabilitation and Human Services

**F. Course Activities and Design**

Learning activities include chapter readings, assignments, projects, discussion forums, and group and individual participation. Also, students will be required to make three observations and complete three evaluations of different students from the local school systems. There will also be an emphasis on the use of current technology.

**4. Course Prerequisite(s); Concurrent Course Enrollment; Required English/Mathematics Placement Level(s)**

Prerequisites: ED 315 and completion of, or concurrent enrollment in ED 316 and ED 351, or permission from the Director of the School of Education.

English Placement Level: EN 202

Math Placement Level: MA 132

**5. Estimated Cost of Course; Instructional Resources Needed**

Cost to the Student: Tuition for a three-credit course, cost of the text, and instructional materials fee.

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Cost to the College: Instructor's wages and costs incidental to the use of a classroom and photocopying

Instructional resources needed for this course include text, CRC, Library, SmartBoard, copy machine and paper, poster paper and markers, computers and other appropriate technology.

### 6. Method of Evaluation

Student grades will be based on the regular letter grade system as described below:

- A: Excellent – grade points: 4.0;
- B: Above average – grade points: 3.0;
- C: Average – grade points: 2.0;
- D: Below average – grade points: 1.0;
- F: Failure – grade points: 0.0.

NMC's and SOE's grading and attendance policies will be followed.

### 7. Course Outline

This is a topical outline and does not necessarily indicate the sequence in which the material will be presented.

- 1.0 History
  - 1.1 Aspects
  - 1.2 Defining features
- 2.0 Foundations
  - 2.1 Management Skills
  - 2.2 Management methods
  - 2.3 Techniques
- 3.0 Positive Classroom Behavior
  - 3.1 Theories
  - 3.2 Approaches
  - 3.3 Standards
- 4.0 Research Techniques

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- 5.0 Behavioral Analytical Principles
  - 5.1 Identification
  - 5.2 Application
- 6.0 Behavior Change
  - 6.1 Principles
  - 6.2 Procedures
- 7.0 Behavior Intervention
  - 7.1 Selection of a Functional Model
  - 7.2 Application

### 8. Instructional Goals

This course will introduce students to:

- 1.0 The history and the defining features of applied behavior analysis;
- 2.0 Classroom management skills, and methods and techniques to create a plan to develop proper behavior in students;
- 3.0 Theories, approaches, and standards for positive classroom behavior modifications and management;
- 4.0 Goals and methods of research in applied behavior analysis;
- 5.0 Basic behavior analytic principles;
- 6.0 Behavior change procedures and the relationship to basic behavioral principles; and
- 7.0 Functional models of intervention selection and application.

### 9. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

- 1.0 Define features of applied behavior analysis;
- 2.0 Describe classroom management skills and methods and techniques necessary to develop proper behavior in students;

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- 3.0 Create models that apply theories, approaches, and standards for positive classroom behavior modifications and management;
- 4.0 Practice proper research methods to research applied behavior analysis;
- 5.0 Apply basic behavior analytic principles;
- 6.0 Describe behavior change procedures and the relationship to basic behavioral principles; and
- 8.0 Show an understanding of the functional model of intervention selection and application.

### **10. Assessment Measures**

Assessment of student learning may include, but not be limited to, the following:

- 1.0 Five short answer essay tests, including the final exam;
- 2.0 Student presentations and student-lead class discussions; and
- 3.0 Summary and critique of behavior analysis research.