

## COURSE SYLLABUS

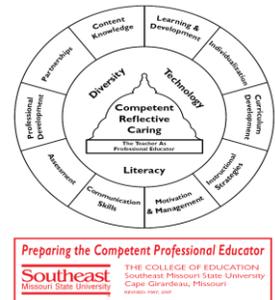
### SOUTHEAST MISSOURI STATE UNIVERSITY

Department: Elementary, Early Childhood, Special Education

Course No. EX 616.

Course: Behavior Management

Revisions: Fall 2011



#### “The Teacher as Competent Professional Educator”

##### I. Catalog Course Description and Credit Hours of Course:

Theoretical background and rationale for managing student behavior. Emphasizes practical application of respondent, operant, and social learning principles (3)

##### II. Prerequisite (s):

Admission into the Graduate program.

##### III. Purposes or Objectives of the Course:

Teacher candidates will demonstrate a knowledge base and the skills necessary to:

- A. describe the evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse points of view, human issues and research that have influenced and continue to influence behavior managements of all individual with exceptional learning needs (ELN) in a diverse society.
- B. analyze complex behavioral patterns and determine appropriate target behavior for all individuals with ELN in a diverse society.
- C. administer assessment procedures and synthesize results as basis for making decisions regarding behavioral and instructional strategies that create positive learning environments, foster cultural understanding, safety and emotions well being, positive societal interactions, and active engagement of all individuals with ELN in a diverse society.
- D. administer assessment procedures and utilize results to make decisions regarding the selection and utilization of appropriate culturally sensitive acceleration and deceleration procedures and technologies for the modification of inappropriate behaviors displayed by all individuals with ELN in a diverse society.

- E. create, maintain and implement behavior managements’ strategies that create positive learning environments, foster cultural understanding, safety and emotions well being, positive societal interactions, and active engagement of all individuals with ELN in a diverse society.

### Alignment Matrix

Course Objective	COE (Conceptual Framework) Standard Met	SPA or INTASC Standard Met	DESE Standard Met	Assessment Ensuring that the Objective has been met	Number of Hours Allocated (15 per credit hour)
Describe the evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse points of view, human issues and research that have influenced and continue to influence behavior managements of all individual with exceptional learning needs in a diverse society.	1.2 2.3 4.3	1	1.2.1.1, 1.2.2.4, 1.2.3.4, 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.3, 1.2.7.1, 1.2.9.1	Unit Test	5
Analyze complex behavioral patterns and determine appropriate target behavior for all individuals with ELN in a diverse society.	1.3 2.1 4.2 4.3 5.1 5.5	2 3 8	1.2.1.3, 1.2.3.2, 1.2.3.3, 1.2.4.3, 1.2.5.1, 1.2.5.2, 1.2.8.1, 1.2.11.1, 1.2.11.2, 1.2.11.5, 1.2.11.6	Functional Behavior Assessment	10
Administer assessment procedures and synthesize results as basis for making decisions regarding behavioral and instructional strategies that create positive learning environments, foster cultural understanding, safety and emotions well being, positive societal interactions, and active engagement of all individuals with ELN in a diverse society.	1.1 1.2 1.3 2.1 2.2 4.1 4.2 4.3 5.1 5.5 6.2	2 3 4 5 7 8	1.2.1.1, 1.2.1.2, 1.2.1.4, 1.2.2.1, 1.2.2.3, 1.2.2.4, 1.2.3.1, 1.2.3.1, 1.2.3.3, 1.2.4.2, 1.2.4.3, 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.3, 1.2.7.1, 1.2.7.2, 1.2.7.3, 1.2.8.3, 1.2.11.1, 1.2.11.2, 1.2.11.5, 1.2.11.6	Functional Behavior Assessment, Behavior Intervention Plan	10
Administer assessment	1.1	2	1.2.1.1, 1.2.1.2,	Functional	10

procedures and utilize results to make decisions regarding the selection and utilization of appropriate culturally sensitive acceleration and deceleration procedures and technologies for the modification of inappropriate behaviors displayed by all individuals with ELN in a diverse society.	1.2 1.3 2.1 2.2 4.1 4.2 4.3 5.1 5.5 6.2	3 4 5 7 8	1.2.1.4, 1.2.2.1, 1.2.2.3, 1.2.2.4, 1.2.3.1, 1.2.3.1, 1.2.3.3, 1.2.4.2, 1.2.4.3, 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.3, 1.2.7.1, 1.2.7.2, 1.2.7.3, 1.2.8.3, 1.2.11.1, 1.2.11.2, 1.2.11.5, 1.2.11.6	Behavior Assessment, Behavior Intervention Plan	
Create, maintain and implement behavior managements' strategies that create positive learning environments, foster cultural understanding, safety and emotions well being, positive societal interactions, and active engagement of all individuals with ELN in a diverse society.	1.2 2.1 4.1 4.2 4.3 5.1 5.2 5.3 5.4 6.1 6.2	2 3 4 5 7	1.1.1.2, 1.2.1.1, 1.2.1.4, 1.2.2.3, 1.2.2.4, 1.2.3.1, 1.2.3.2, 1.2.3.3, 1.2.3.4, 1.2.4.2, 1.2.4.3 1.2.5.1, 1.2.5.2, 1.2.6.1, 1.2.6.2, 1.2.6.3, 1.2.7.2, 1.2.7.3, 1.2.7.4, 1.2.11.1, 1.2.11.2, 1.2.11.3, 1.2.11.4, 1.2.11.5, 1.2.11.6	Behavior Intervention Plan	10

### Relationship of the Conceptual Framework to Standards

Southeast Missouri State University's conceptual Framework is predicated on the belief that all students can learn and that every child deserves dedicated teachers who have a firm grasp of content, care deeply about students and community and actively reflect on their teaching to ensure high standards. An increasing emphasis on professional standards for educators reinforces the relevance of the College of Education's vision of a *competent, reflective, and caring* professional as the grounding tenant of our conceptual framework as well as a commitment to proficiency in *literacy, diversity and technology*. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only a *competent* professional who actively *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards.

#### **IV. Expectations of Students:**

Teacher candidates will be expected to complete the following course requirements:

- A. Teacher candidates will complete all assigned readings in the textbook and professional journals.
- B. Teacher candidates will participate in class discussions and activities.
- C. Teacher candidates will demonstrate achievement of each course objective listed in Section III by performance on appropriate classroom examinations, written assignments and projects.

**V. Course Content**

	<b>Hours</b>
A. Models of Behavior Management	5
1. psychodynamic	
2. biophysical	
3. sociological	
4. ecological	
5. behavioral	
B. Ethical and Legal Considerations in Modifying Classroom Behavior of Exceptional and Multicultural Populations	4
C. Procedures for Data Collection	5
1. anecdotal reports	
2. permanent product recording	
3. observational recording systems	
4. interval recording and time sampling	
5. duration and latency recording	
6. standardized assessments techniques	
D. Graphing Techniques	3
E. Single Subject Designs	3
F. Functional Assessments and Functional Analysis	3

- G. Methods for Producing Behavior Change Acceleration Procedures 4
  - 1. positive reinforcement
  - 2. negative reinforcement
  - 3. shaping
  - 4. contingency contracts
  - 5. token economies
  - 6. modeling
  - 7. schedules of reinforcement
- F. Methods for producing Behavior Change Deceleration Procedures 4
  - 1. punishment
  - 2. extinction
  - 3. time out
  - 4. differential reinforcement of other behaviors
  - 5. satiation
  - 6. response cost
- G. Formulation and Development of a Plan of Strategies to Affect Positive Behavior Change in Individuals with ELN 5
- H. Culturally Sensitive Application of Behavior Management 5
  - 1. Identification of target behaviors
  - 2. identification of antecedent and consequential events
  - 3. establishing baseline and recording behavioral data
  - 4. methods of identifying reinforcers
  - 5. selection of single subject experimental design

I. Application of Technologies in the Behavior Management of Individuals with Exceptional Learning Needs 4

1. group consideration
2. establishing rules for the classroom
3. classroom reinforcement systems

VI. Textbook and/or Required Readings:

Alberto, P.A., & Troutman, A.C. (2009). Applied behavior analysis for teachers (8<sup>th</sup> ed.). Upper saddle River, NJ: Merrill.

VII. Basis for Student Evaluation:

- A. Teacher candidate evaluations will be based on written examinations, projects and class participation.
- B. Teacher candidates will be evaluated on their ability to analyze behavioral patterns and to set up, maintain, and implement behavior management strategies in classes for students with diverse needs.

Assignment	% of Points	Due Date
In Class and Out of Class Assignments	10	Periodically
Unit Tests	20	Periodically
Functional Behavior Assessment	35	After Mid-Semester
Behavior Intervention Plan	35	End of Semester

VIII. Grading Scale

- 100-90% = A  
89-80% = B  
79-70% = C  
69- and below = F

**IX. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

**X. Student with Disabilities:**

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various types of disabilities. It is the student's responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: <http://www.semo.edu/lap/index.html>

**XI. Civility and Harassment**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

**XII. Professional *Dispositions* for Teacher Education**

The *Dispositions*, as assessed within Teacher Education are guided by the central core of the **Conceptual Framework**. The beliefs and attitudes related to the areas of **competence, reflection and caring**, were the guiding force in establishing the 11 current *dispositions* assessed beginning in Block II within the initial teacher preparation program and the clinical experiences at the graduate level. These *dispositions* continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement *Disposition* Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed *dispositions* are listed under the applicable Conceptual Framework Term.

**Competent:**    -Self-initiative/Independence  
                      -Reliability/Dependability  
                      -Attendance/Punctuality

- Reflective:**
- Response to feedback
  - Desire to improve teaching performance
- Caring:**
- Tact judgment (with peers and/or instructors)
  - Interaction with students, peers, teachers and others
  - Collegiality
  - Attitudes towards learners/Fairness
  - Attitudes towards cultural, ethnic and socioeconomic diversity
  - Commitment to the profession