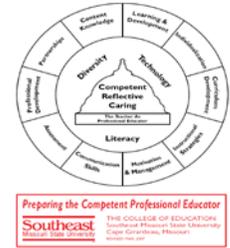**COURSE SYLLABUS**

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No.EX557
Course: Behavior Management & Interventions   New: SP 09

"The Teacher as Competent Professional Educator"

I. **Catalog Description and Credit Hours of Course:**
    This course provides an analysis of the principles of behavior management and interventions for individuals with developmental and sensory disabilities. (3)

    Course Description:
    This course provides an in-depth analysis of the principles of behavior management and interventions that have been successful for individuals with developmental and sensory disabilities. Applied Behavior Analysis (ABA) and Positive Behavior Supports (PBS) will be emphasized for classroom and school management systems. Field experiences are embedded in this course.

II. **Prerequisite:** Successful completion of EX 555, Introduction to Autism Spectrum Disorders (ASD) or instructor permission.

III. **Purposes or Objectives of the Course:**
    The student will demonstrate a knowledge base and skills necessary to:
    A. Develop an understanding of assessment of individuals with developmental and sensory disabilities.
    B. Compare and contrast the behavioral explanation with other explanations of behavior.
    C. Identify the methods and techniques of behavior management and explain fundamental classroom management principles, including management of routines, transitions, and instructional time.
    D. Select appropriate behavioral interventions and evaluate effectiveness based on the analysis of observed individual or group behaviors.
    E. Identify social/behavioral patterns from systematic observations.
    F. Demonstrate knowledge of specialized teaching techniques (e.g., Applied Behavior Analysis, cognitive behavior modification, self-management, etc.).
    G. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students who are culturally and linguistically diverse.

H. Demonstrate the ability to collect, record, and analyze data and use the analysis to make changes in instructional or classroom management strategies.

I. Use technology as a tool for classroom management.

J. Examine ethical, legal, and procedural safeguards regarding the planning and implementation of management of student behaviors.

K. Identify strategies for crisis prevention and intervention.

Alignment of Standards

Objective	Conceptual Framework (Unit) Standard Met	SPA or NCATE Standard Met (CEC)	MoStep Standard Met	Assessment Assuring that the Objective has been met	Number of Hours Allocated (45 Total)
Develop an understanding of assessment of individuals with developmental and sensory disabilities.	1.3,2.2,4.2	CEC Standard 8	1.2.1.3, 1.2,8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3	Forum Case study Quizzes and Exams Portfolio	4
Compare and contrast the behavioral explanation with other explanations of behavior.	4.3	CEC Standard 1	1.2.3.4, 1.2.7.2	Forum Quizzes and Exams	5
Identify the methods and techniques of behavior management and explain fundamental classroom management principles, including management of routines, transitions, and instructional time.	1.1,5.3	CEC Standard 4	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.5.1, 1.2.11.4	Forum Case Study Classroom Observations Quizzes and Exams Portfolio	4
Select appropriate behavioral interventions and evaluate effectiveness based on the analysis of observed individual or group behaviors.	1.1,5.3	CEC Standard 4	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.5.1, 1.2.11.4	Case study Behavior Change Project	4
Identify social/behavioral patterns from systematic observations.	1.1,5.3	CEC Standard 4	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.5.1, 1.2.11.4	Quizzes/Exams Behavior Change Project	4
Demonstrate knowledge of specialized teaching techniques (e.g., ABA, cognitive behavior modification, self-management, etc.).	1.1,5.3	CEC Standard 4	1.2.1.2, 1.2.2.1, 1.2.5.1, 1.2.7.1, 1.2.5.1, 1.2.11.4	Quizzes/Exams Portfolio	6
Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students who are culturally and linguistically diverse.	1.2	CEC Standard 3	1.2.1.1, 1.2.2.4, 1.2.5.2, 1.2.6.1, 1.2.6.3	Quizzes/Exams Case Study	4
Demonstrate the ability to collect, record, and analyze data and use the analysis to make changes in instructional or classroom management strategies.	1.3,2.2,4.2	CEC Standard 8	1.2.1.3, 1.2,8.1, 1.2.8.3, 1.2.3.2, 1.2.3.3	Functional Behavior Assessment Portfolio	4

Use technology as a tool for classroom management.	5.1	CEC Standard 5	1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2	Case Study	4
Examine ethical, legal, and procedural safeguards regarding the planning and implementation of management of student behaviors.	4.3	CEC Standard 1	1.2.3.4, 1.2.7.2	Quizzes/Exams Portfolio	3
Identify strategies for crisis prevention and intervention.	5.1	CEC Standard 5	1.2.5.1, 1.2.5.2, 1.2.11.1, 1.2.11.2	Quizzes/Exams Portfolio	3

Relationship of the Conceptual Framework to Standards

The increasing emphasis on professional standards for educators that focus on resultant *dispositions* and Praxis results of program graduates has reinforced the relevance of the College's emphasis on a synergistic meld of the themes of *competent, reflective, and caring* as the foundation of its *conceptual framework*. As the lists of expected achievement indicators, competencies, and *dispositions* issued by government and professional groups become more extensive, only a *competent* professional who assiduously *reflects* on his/her teaching, while maintaining a *caring* attitude, is and/or will be capable of meeting the intent of those standards. For a unit the size of the College of Education at Southeast Missouri State University, the broad applicability of *competencies, reflective learning, and caring* supports its utility as a purposeful conceptual framework that all constituents apply to their work. Specific instances of how the conceptual framework influences work within programs will be found in evidence provided by the programs.

It is the collaborative belief of the faculty of the College of Education at Southeast Missouri State University and the professional community of educators who work with the College to prepare future educators at all levels that any overarching statement or theme must encompass a vision for the entire College and its constituent parts. That vision, encapsulated within a theme statement, is to prepare pre-service professionals and to encourage and support the teacher, the administrator and the counselor in their efforts to at all times be, act and believe as competent, reflective and caring professionals in their support of all learners.

Given that such a vision arises from divergent constituencies, in diverse fields within education, it is important for us to be clear on what constitutes the foundational pieces on which this vision rests. While the primary tenets of this vision are our collective belief that to be professional educators, one must be *competent, reflective and caring* in both the personal and professional senses, equally important are the many components that we believe are both required and evoked by those three attributes. These components are to be found in the collegially derived descriptions for teacher education, administrator education and counselor education. We have developed visions for each of these areas as separate descriptions because we felt that while intertwined in the College and in the field, each approaches the task through curricular and pedagogical means unique to that field.

The general theme of the vision, as noted above, is that each of these areas strives to nurture and prepare the pre-service candidate, and challenge and stimulate the continuing professional to be a *competent, reflective and caring* professional, so they can meet the needs of

diverse learners. These efforts include continuous endeavors to creatively incorporate *technology* throughout their individual subject area fields, to promote understanding and appreciation for *diversity*, and to support the development of *literacy* skills needed in an increasingly complex society. This ***Conceptual Framework model, with the six centrally located terms of competent, caring, reflective, diversity, technology and literacy,*** provide guidance for all programs in the College of Education in a continuous effort to develop, utilize and *assess* proficiencies according to standards evidenced in college, state and national standards.

IV. **Expectations of Students:**
Students will be expected to complete the following course requirements:
A. complete all assigned readings. The student must ask questions if s/he needs the material clarified.
B.   participate in class discussions and activities.
C. attend all classes and to complete all assignments. An absence does not relieve the student of the responsibility to complete all assignments. If an absence is associated with a university-sanctioned activity, the instructor will provide an opportunity for an assignment make-up.
D. check the course website at least twice a week for announcements.

V. **Course Content**

A. Assessment of individuals with developmental and sensory disabilities.	4 hours
B. Compare and contrast the behavioral explanation with other explanations of behavior.	5
C. Methods and techniques of behavior management.	4
D. Behavioral interventions and effectiveness of observe individual or group behaviors.	4
E. Social/behavioral patterns from systematic observations.	4
F. Specialized teaching techniques (e.g., ABA, cognitive behavior modification, self-management, etc.).	6
G. Positive classroom environments.	4
H. Collect, record, and analyze data and use the analysis to make changes in instructional or classroom management strategies.	4
I. Technology tools for classroom management.	4
J. Ethical, legal, and procedural safeguards regarding the planning and implementation of management of student behaviors.	3
K. Identify strategies for crisis prevention and intervention.	3
	45 hours

VI.   Textbook:

Simpson, R. L. & Myles, B. S. (2008). *Educating children and youth with autism: Strategies for effective practice* (2nd ed.). Austin, TX: Pro-ed.

Articles:

Bryan, L. C., & Gast, D. L. (2000). Teaching on-task and on-schedule behaviors to high functioning children with autism via picture activity schedules. *Journal of Autism and Developmental Disorders, 30,* 553–567.

Callahan, K., & Rademacher, J. A. (1999). Using self-management strategies to increase the on-task behavior of a student with autism. *Journal of Positive Behavior Interventions, 1,* 117–122.

Carr, E. G., Dunlap, G., Horner, R. H., Koegel, R. L., Turnbull, A. P., Sailor, W., et al. (2002). Positive behavior support: Evolution of an applied science. *Journal of Positive Behavior Interventions, 4,* 4–16, 20.

Eikeseth, S., Smith, T., Jahr, E., & Eldevik, S. (2002). Intensive behavioral treatment at school for 4- to 7-year-old children with autism: A 1-year comparison controlled study. *Behavior Modification, 26*(1), 49–68.

Hagopian, L. P., Wilson, D. M., & Wilder, D. A. (2001). Assessment and treatment of problem behavior maintained by escape from attention and access to tangible items. *Journal of Applied Behavior Analysis, 34,* 229–232.

Heflin, L. J., & Alberto, P. A. (2001). Establishing a behavioral context for learning for students with autism. *Focus on Autism and Other Developmental Disabilities, 16,* 93–

101.

Simpson, R. L. (2001). ABA and students with autism spectrum Disorders: Issues and

considerations for effective practice. *Focus on Autism and Other Developmental

Disabilities,16,* 68–71.

VII.   Basis for Student Evaluation:

COMPONENT EVALUATION CHART EX 557

Component Description				Points	Due Date
Forum Assignments / 10 at 10 points each				**100**	WEEKLY
Assignments / 8 at 30 points each				**240**	WEEKLY
Active Participation / 15 weeks X 10 points				**150**	WEEKLY
Quizzes – 5 at 25points each				**125**	Periodically
Functional Behavioral Assessment				**60**	
Portfolio				**75**	
Completion Points				**50**	
Exams – 2 @100 points each				**200**	
				1000	

A. Forum Assignments: Respond to weekly questions/issues/dilemmas/simulations and problem-solving activities posted on the course website throughout the semester. Forum activities are designed to provide a platform for discussion. Consequently, all forum assignments require students to reply to at least one other student's entry. To fully complete forum assignments, you will need to upload your response; read at least one other student's response; and reply to at least one other student's forum entry.

B. Assignments including classroom observations, behavior change project, functional behavioral assessment, case studies.

C. A Portfolio that includes an accumulation and documentation of class activities for the entire course. The content of the portfolio will vary from student to student due to individual learning activities as well as individual organizational style. The portfolio must be organized with easily accessible tabs, which separate the notebook into specific sections. At the end of the semester, you will be required to have the notebook organized and be able to explain your work to the instructor. The portfolio

will not only serve as a documentation tool for class requirements, but will also be a valuable resource on assessment and exceptionalities for future reference.

D. <u>Active Participation</u>: Students will earn participation and/or activity points associated with that class period. If absent, these points are not earned.

E. <u>Quizzes & Exams:</u> Students will demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material that may/may not be covered in class lecture and discussion.

VIII. Undergraduate Grading Scale

100-90 %	=	A
89-80%	=	B
79-70%	=	C
69-60%	=	D
59% and below	=	F

IX. Graduate Grading Scale

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

In addition, all graduate students will complete an additional research project and present it to the class.

The weight of the evaluation criteria may vary according to each instructor and will be communicated at the beginning of the course.

X.   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**.**

XI.   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://www6.semo.edu/lapdss/index.htm

XII.   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.