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**Virtual Campus**

**School of Education**

**UNIVERSITY MISSION STATEMENT**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

# COURSE NUMBER & NAME:

EDSP 5315 – Behavior Management Techniques for Students with Disabilities

## TERM:

Spring, 2018

## INSTRUCTOR:

Sharon Kern McCall, PhD

## CONTACT INFORMATION:

WBU Email: [mccalls@wbu.edu](mailto:mccalls@wbu.edu)

Contact at any time through *Message the Instructor* in Blackboard

## COURSE MEETING TIME & LOCATION:

This is a Virtual Campus course and does not have designated meeting times. Assignments are presented in weekly sessions and are due as noted on the course calendar and syllabus. Access to class materials is provided via Blackboard using student login and password.

## CATALOG DESCRIPTION:

This course provides an in-depth study of applied behavioral analysis (ABA); proactive intervention strategies, reinforcement and reductive techniques, and crisis prevention strategies. Research of behavior interventions for individuals and groups with EBD.

## FIELD EXPERIENCE:

**Five (5)** hours (successful completion of field experience is **required** for course credit)

## REQUIRED TEXTBOOK AND RESOURCE MATERIAL:

Zirpoli, Thomas J., Behavior Management:  Positive Applications for Teachers 7th Edition (2016), Pearson, ISBN – 9780133917901

## COURSE OUTCOMES AND COMPETENCIES:

Competencies are based on Special Education Standards from the State of Texas:

*Standard VII:* The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

The beginning special education teacher knows and understands:

7.1k attitudes and behaviors of school and community personnel that positively or negatively influence the behavior of individuals with disabilities;

7.2k theories of challenging behavior in individuals with disabilities (e.g., non-compliance, self-stimulation, self-abuse, violence);

7.3k theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities;

7.4k ethical considerations inherent in behavior management;

7.5k applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavior management and discipline for individuals with and without disabilities;

7.6k rationales for selecting appropriate behavior management techniques for individuals with disabilities;

7.7k the impact of multiple disabilities on an individual’s behavior and learning;

7.8k strategies for preparing individuals to live cooperatively and productively in society, including social skills needed for educational and functional living environments;

7.9k the range and variety of social skills and behavioral curricula;

7.10k strategies for crisis prevention and intervention;

7.11k how the communication skills of nonspeaking nonverbal individuals affect

Their behavior; and

7.12k the process of functional behavior assessments and their role in developing

Behavior intervention plans.

The beginning special education teacher is able to:

7.1s modify learning environments (e.g., schedule, physical arrangement) to promote appropriate behaviors;

7.2s demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with disabilities;

7.3s implement the least intensive intervention consistent with the needs of individuals with disabilities;

7.4s identify realistic expectations for personal and social behavior in various settings;

7.5s use effective teaching procedures to include social skills instruction in curriculum activities;

7.6s demonstrate procedures to increase an individual’s self-awareness, self-control, self-reliance, and self-confidence;

7.7s design, implement, and evaluate instructional programs that enhance an individual’s social participation in family, school, and community activities; and

7.8s develop, implement, and evaluate behavior crisis-management plans in educational settings.

**MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF OUTCOME COMPETENCIES:**

1. **Field Experience Observations of Special Education Classroom(s) and Reflection** – 7.1k, 7.4k, 7.5k, 7.7k, 7.8k, 7.9k, 7.10, 7.4s
2. **Weekly Discussions** – 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k; 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s
3. **Weekly Assignments** – 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k; 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s
4. **Behavior Intervention Project** – 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k; 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s
5. **Behavior Management Research Article Critique** – 7.2k, 7.3k, 7.5k, 7.6k, 7.2s, 7.4s,
6. **Behavior Management Method Research Project** – 7.2k, 7.3k, 7.5k, 7.6k, 7.7k, 7.10k, 7.7s
7. **Midterm and Final Exams** – 7.1k, 7.2k, 7.3k, 7.4k, 7.5k, 7.6k, 7.7k, 7.8k, 7.9k, 7.10k, 7.11k, 7.12k; 7.1s, 7.2s, 7.3s, 7.4s, 7.5s, 7.6s, 7.7s, 7.8s

## COURSE REQUIREMENTS and GRADING CRITERIA:

Wayland Baptist University places great value on professionalism. Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during course interactions and especially during your field experiences. This component will be evaluated based upon instructor perspective, the Teacher Education Code of Conduct, and your actions. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at the Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through all written assignments. Criteria for evaluation will be based on both content and mechanics (e.g., grammar, spelling, punctuation). Integration of information from lectures, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

## GRADING CRITERIA:

This course consists of many assignments. In order to avoid falling behind, all assigned work must be submitted when due. Late work will not be accepted. Exceptions may be made in extreme circumstances only if notice is given prior to the assignment due date. All assigned work must be typed and double-spaced. Review rubrics for requirements for specific assignments.

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| **Assignments** | **Possible Points** | **Points Earned** |
| Discussions (10) | 100 |  |
| Weekly Assignments (10) | 100 |  |
| Behavior Intervention Project | 50 |  |
| Behavior Management Research Article Critique | 50 |  |
| Behavior Management Method Research Project | 50 |  |
| Field Experience and Reflection | 50 |  |
| Mid-Term Exam | 50 |  |
| Final Exam | 50 |  |
| **TOTAL POSSIBLE POINTS** | **500** |  |

Point Conversion:A = 450 – 500, B = 400 – 449, C = 350 – 399, D = 300 – 349, F = 299 or less

**Grade Appeal Statement**:

“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs/Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”

## ATTENDANCE REQUIREMENTS:

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within the course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 3 or more weeks of an 11-week term, may receive an F for that course. Instructors may also file a Report of unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given term is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

## STATEMENT ON PLAGIARISM & ACADEMIC DISHONESTY:

Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

## DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

## **IMPORTANT** DATES:

Course Begins:  February 25

Last day to drop or withdraw without record/Census Date: March 12

Last day to ofﬁcially drop or withdraw with “W”:  April26

Last day to ofﬁcially drop or withdraw with “WP/WF”:  May 3

Spring Term Ends: May 18

## TENTATIVE SCHEDULE

The instructor reserves the right to amend the course outline as needed during the course.

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| **(Session)**  **Date** | **Content** | **Assignments Due** |
| **MODULE ONE: Foundations for Understanding & Managing Behavior; Understanding Your Students; and** **Measuring & Charting Behavior** | | |
| **(1)**  **Feb. 25 – March 3** | Review Syllabus, Rubrics, & Assignment Descriptions; Introductions (Discussion Board), Behavior Management Introduction | Due Sunday, March 3  Weekly Assignment #1  Discussion #1 |
| **(2)**  **March**  **4 - 10** | Chapter 1 – Basic Concepts of Behavior and Behavior Management  Chapter 2 – Legal Considerations for Schools | Due Sunday, March 10  Weekly Assignment #2  Discussion #2 |
| **SPRING BREAK: March 11-15** | | |
| **(3)**  **March**  **18 – 24** | Chapter 3 – Diversity in the Classroom  Chapter 4 – Issues in Early Childhood Behavior | Due Sunday, March 24  Weekly Assignment #3  Discussion #3 |
| **(4)**  **March**  **25 – 31** | Chapter 5 – Issues in Adolescent Behavior | Due Sunday, March 31  Weekly Assignment #4  Discussion #4  **Research Article Critique** |
| **(5)**  **April**  **1 – 7** | Chapter 6 – Data Collection Techniques  Chapter 7 – Single-Subject Designs | Due Sunday, April 7  Weekly Assignment #5  Discussion #5 |
| **MODULE TWO: Strategies for Behavioral Assessment and for Increasing Positive Behavior Supports** | | |
| **(6)**  **April**  **8 – 14** | Chapter 8 – Formal Behavioral Assessment  Chapter 9 – Functional and Curriculum-Based Assessment | Due Sunday, April 14  Weekly Assignment #6  Discussion #6  **Midterm (Chapters 1-7)** |
| **(7)**  **April**  **15 – 21** | Chapter 10 – Positive Behavioral Supports  Chapter 11 – Cognitive Behavior Modification | Due Sunday, April 21  Weekly Assignment #7  Discussion #7 |
| **(8)**  **April**  **22 – 28** | Chapter 12 – Schoolwide Strategies for Positive Behavior Supports | Due Sunday, April 28  Weekly Assignment #8  Discussion #8  **Behavior Management Research Project** |
| **MODULE THREE:** **Strategies for Decreasing Behavior** | | |
| **(9)**  **April 29– May 5** | Chapter 13 – Individual Strategies for Positive Behavior Supports | Due Sunday, May 5  Weekly Assignment #9  Discussion #9  **Behavior Intervention Project** |
| **(10)**  **May 6 – 12** | Chapter 14 – Strategies for Specific Behavior Challenges | Due Sunday, May 12  Weekly Assignment #10  Discussion #10  **Field Experience Log & Reflection** |
| **(11)**  **May**  **13 – 18** | FINAL EXAM | **Due Friday, May 17**  **FINAL EXAM** |

Thank you in advance for your commitment to gain knowledge & understanding of behavior management techniques.