**WAYLAND BAPTIST UNIVERSITY**

**DIVISION OF Education**

**Virtual Campus**

Mission: 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 AND TITLE:** EDSP 5315 – *Behavior Management Techniques for* *Students with Disabilities*

**CLASS MEETS:** Online

# **TERM AND DATES:** Summer 2017 (May 29, 2017 to August 12, 2017)

# **INSTRUCTOR’S NAME:** Dr. Sylvia Phipps

### OFFICE LOCATION/HOURS: Room A227 – University Academic Center

8300 Pat Booker Rd, Live Oak, TX

### Monday 1:00 – 6:00

# All other hours by appointment only

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# **E-MAIL ADDRESS:** [**phippss@wbu.edu**](mailto:phippss@wbu.edu)

**CATALOG COURSE DESCRIPTION:** This course provides an in-depth study of applied behavioral analysis; proactive intervention strategies, reinforcement and reductive techniques, and crisis prevention strategies. Research of behavioral interventions for individuals and groups, including the application of techniques for students with emotional disorders will enable the students to address these types of behaviors in the classroom setting.

**PREREQUISITES:** EDUC 5304

**REQUIRED RESOURCE MATERIALS:**

1. Student Textbook(s)

Zirpoli, Thomas J. (2008). *Behavior Management, Applications for Teachers 7th Edition*

Pearson Prentice Hall ISBN – 13: 978-0-13-706320-8

1. Requirements for Technology:
2. Open a **WBU email account.** This is necessary for *some* communication in this course. All email communication within the Black Board System will only go to a ***wayland.wbu.edu*** address.
3. ***General questions about an assignment, grade or another concern should be made to the instructor through the email system.*** Messages will not be read on a daily basis, but will be checked several times per week, so please do not expect an immediate response. Please keep your messages simple and direct. It is important to use a *meaningful subject line* in your messages so the instructor will have a frame of reference when reading or responding to messages.
4. Access to the internet on a weekly basis is a requirement for this course; we will use Black Board as the learning system. All class materials are distributed online (lecture notes, rubrics, etc.). All tests are located online.
5. Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.
6. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

**STUDENT LEARNING OUTCOMES:**

Competencies 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 THE OUTCOME COMPETENCIES:

1. Readings/Article reviews
2. Special Education Teacher Interview
3. Assignments
4. Behavior Management Research Project
5. Midterm and Final Exam

**METHODS OF INSTRUCTION:** The delivery system for the course will consist of internet supported instruction utilizing several of the Blackboard components. Instructional methods may include, but will not be limited to, the following: lecture & notes via PowerPoint, use of Discussion Board, observation, exams.

**PARTICIPATION POLICY:** Students are expected to submit class assignments with punctuality. Students are encouraged to communicate promptly with the professor, when necessary, in order to keep pace with the requirements of this course.

#### EVALUATION: University Grading System:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-70 I Incomplete\*

D 60-69 W for withdrawal

F below 60 WP Withdrawal Passing

WF Withdrawal Failing X No grade given

## IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

**\***A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Course REQUIREMENTS AND 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. In extreme circumstances, late assignments will result in decreased point value, and there will be **no point**

**value given after seven days**.

**Assignments Possible Due**

|  |  |  |
| --- | --- | --- |
| Article Review # 1 | 100 | 6/17/17 |
| Mid Term | 100 | 6/30/17 |
| Interview | 100 | 7/22/17 |
| Behavior Mgmt. Rsch Project | 400 | 8/5/17 |
| Final Exam | 100 | 8/12/17 |
| Assignments (5) | 200 | Beginning 6/5 |
| **TOTAL POINTS** | **1000** |  |

**Point Conversion Table**

A = 900 -1000 points

B = 800 - 899 points

C = 700 - 799 points

D = 600 - 699 points

F = 599 points or below

* **Research Article**:

Throughout the class we will be spending time looking at current research literature regarding course topics. You will be expected to locate **1 current journal article (from a scholarly journal – peer reviewed) which is within the past 3 years** and present key facets to the class. A full copy of the article and an **article review (1 page typed - single spaced review including 1) APA citation, 2) key points, and 3) classroom application**) needs to be handed in at the time of presentation for grading purposes. NOTE…No cover sheet is needed (the review should have your name on it and suffice) and staple only (no folders, please). You may use this article review as a guideline for your presentation of the article for it will be turned in at the conclusion of class presentation/discussion. See Schedule of Assignments for topic of presentations.

* **Interview**: (1 @ 50 pts each)

Locate one professional to interview on the topic of Behavior Interventions in the classroom.

Examples of Sped Professionals:

Special Education Behavior Specialists

Special Ed Teachers

Licensed Specialists in School Psych

Educational Diag

Key issues you want to ask include ***overall processes in the topic area and changes over the past several years***. Your Interview Paper needs to include 1) summary of interview (this does not need to include questions you asked but should include summary of information explored and discovered) and 2) reflection (This may be written in 1st person and should show higher level application of what you learned from the overall process and how it applies to current and/or future professional experiences, as well as application to overall assessment issues for students struggling academically.)

* **Behavior Management Research Project**

You will choose a Research Based Behavior program to present. The paper will include a description of the components of the program and the research that backs up the program

The paper will include examples of how the program is used in educational settings. You will come to conclusions about the usefulness and effectiveness of the program and how it exemplifies best practices in providing support to students with behavior difficulties in school.

Students will present their program to the class in an interactive and participatory manner. Video clips and PowerPoint presentations may be used to so that participants will understand and evaluate the use of the program. In this presentation you will spend 1 hour bringing the program to life in the class. Your classmates will become participants in the learning process.

**PROFESSIONALISM**

I place great value on professionalism. Professionalism is a key component in being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during your interview assignment, and observation experience. 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 Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through Discussion Board and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from Power Points, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

**ACADEMIC HONESTY:**

Wayland "expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the highest standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action."

**Plagiarism**

“Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one’s name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples

include:

1. Quoting another person's actual words.

2. Using another person's idea, opinion, or theory, even if it is completely

paraphrased in one's own words.

3. Drawing upon facts, statistics, or other illustrative materials — unless the

information is common knowledge.

4. Submitting a paper purchased from a term paper service as one's own work.

5. Failing to accurately document information or wording obtained on the World Wide Web.

6. Submitting anyone else's paper as one's own work.

7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.

8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another.”

Source: http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty. See catalog for more information about academic dishonesty.

**PERSONS WITH DISABILITIES**: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

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| EDSP 5315 Tentative Course Outline—I reserve the right to amend the tentative course outline as needed during the course.٭ | | | |
| **Date** | **Classwork** | **Reading Assignment** | **Assignments Due** |
| **Week 1**  **May 29** | **Introduction**  ***Basic Concepts of Behavior and Behavior Management*** | **Read Ch. 1** |  |
| **Week 2**  **June 5** | ***Legal Considerations for Schools***  ***Diversity in the Classroom*** | **Read Ch. 2 & 3** | **Assignment #1 (Ch 3)** |
| **Week 3**  **June 12** | ***Issues in Early Childhood Behavior***  ***Issues in Adolescent Behavior*** | **Read Ch. 4 & 5** | **Research Article Due** |
| **Week 4**  **June 19** | ***Data Collection Techniques***  ***Single-Subject Designs*** | **Read Ch. 6 & 7** | **Discussion Board Questions for**  **Assignment #2 (Ch 6)** |
| **Week 5**  **June 26** | **Complete Mid-Term Exam** |  | **Mid Term** |
| **Week 6**  **July 3** | ***Formal Behavior Assessment***  ***Functional and Curriculum-Based Assessment*** | **Read Ch. 8 & 9** | **Discussion Board Questions for**  **Assignment #3 (Ch 9)** |
| **Week 7**  **July 10** | ***Positive Behavioral Supports: Reinforcement Strategies***  ***Cognitive Behavior Modification*** | **Read Ch 10 & 11** | **Discussion Board Questions for**  **Assignment #4 ( 10)** |
| **Week 8**  **July 17** | ***School-Wide Strategies for Positive Behavior Supports*** | **Read Ch. 12** | **Interview Due** |
| **Week 9**  **July 24** | ***Individual Strategies for Positive Behavior Supports*** | **Read Ch. 13** | **Discussion Board Questions for**  **Assignment #5 (refer to Ch 9)** |
| **Week 10**  **July 31** | ***Strategies for Specific Behavior Challenges*** | **Read Ch. 14** | **Behavior Management Project Due** |
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| **Week 11**  **August 7** | **Complete Final Exam** |  | **Final Exam** |