

This syllabus has an attachment

WEBSTER UNIVERSITY

COURSE SYLLABUS

SOCS 5170.01
COURSE NUMBER and SECTION

Natalie Thomas
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INSTRUCTOR

Behavior Management
COURSE TITLE

TERM: F I YEAR: 2005
F II
SP I
SP II X
SU

50
SITE

1. Course Description: (Student focus, rationale, scope, prerequisites)

When teaching students, dealing with co-workers or family members human behavior is either functional for specific purposes or dysfunctional. Behavior Management explores the WHY, WHEN and HOW of human behavior and ways to enhance functional behavior. Emphasis is placed on a strong knowledge base, problem solving skills and specific behavior management techniques. Specific indicators of problems, implementation of techniques and identification of appropriate referrals for additional help will also be stressed.

2. Learning Outcomes: (Goals, objectives, course outcomes, etc.)

Students will:

- explore multiple approaches to analyzing behavioral problems including, role theory, systems theory and behavior modification.
- explore environmental factors influencing behavior such as cultural background, socio-economics, family constellation, etc.
- identify behavioral problems requiring additional interventions in addition to appropriate management.

3. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, and exams:

WEEK 1: Implementers of Behavior Management.

WEEK 2: Understanding the relationship between student and professional.

WEEK 3: Communication Theories / Systems Theory

WEEK 4: Styles of Behavior Management. Factors influencing behavior.

WEEK 5: Approaches to Behavior Management / Teacher Style

WEEK 6: To proactive or react.

WEEK 7: Specific Terminology / Ethical Considerations.

WEEK 8: Beyond Behavior Management-Problems.

MoSTEP Standards

6a. knows motivation theories and behavior management strategies and techniques

6c. engages students in decision making.

7a. models effective verbal/non-verbal communication skills

7b. demonstrates sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and in responses to students' communication.

4. **Resources:**

Text Used: Building Classroom Discipline, C.M. Charles, 8th Ed.

Author: Carol M. Charles

ISB number 0321076915

Allyn & Bacon Publishers

Periodicals assigned in class

5. **EVALUATION:**

a) Term Paper / Take Home Examination	40%
b) Examinations (In Class)	10%
c) Class participation & attendance	20%
d) Class presentation on specific topic	
e) Other	Interview or community visit/class presentation 20%
	Weekly reaction paper 10%
	Group article Presentations

6. **Supplements:** (Study Guide, Sample Tests, Project Outlines may be attached.)

Detailed Outline

Terminology List

Take Home Exam

Field Visit Form

7. **3 Hour Courses:** Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings;

a) Lab

- b) Curriculum Project
- c) Paper(s)
- d) AV Project
- e) Other Weekly reaction papers integrating readings, class discussion and activities will be completed.

8. **Final Projects:**

Students should provide a self-addressed envelope (appropriate size and postage) to the instructor so project/paper can be returned. X

NOTE: Papers will not be available for pick up from the M.A.T. Office.

This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

SOCS 5170.02 - Thomas

**READING ASSIGNMENTS AND DISCUSSION QUESTIONS FOR BEHAVIOR
MANAGEMENT**

C.M. Charles, *Building Classroom Discipline*, 8th Edition

- ___ Chapters 2, 4 and 5
- ___ Chapter 3
- ___ Chapter 8 and 15
- ___ Chapters 16
- ___ Papers and Visits Due. No Reading Assignment

- ___ Week 8- See questions

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DISCUSSION QUESTIONS

Chapter 2

1. What elements from the Pioneers did you experience when you were in school?
2. What elements do you think are appropriate for today's students?
3. Which approaches are you already familiar with and what do YOU see as their strengths?

Chapter 4

1. Have you found Jones' ideas on body language valid and useful in the classroom?
2. Do you agree with Jones' view of tangible reinforcers?

Chapter 5

1. What parts of Glasser's model are operational in schools today? Why?
 2. Glasser suggests that his methods only work for students who choose their situations. Where does that leave educators? Do students have to want to; learn, demonstrate appropriate behavior, etc.
-

Chapter 3

1. Does Canter feel course content, student learning styles and presentation are relevant concepts in Assertive Discipline?
 2. What role do you feel administrators should in classroom management?
 3. How do your views compare with Canter's?
-

Chapter 8

1. How do you make distinctions between responsibility and obedience?
2. Which of Curwin/Medler's principles are the most difficult for you to accept?

Chapters 15

1. What surprises did you find?
2. What challenges do you see?
3. How would you support the social and language development for students from different cultures?

Chapter 16

1. Identify your personal goals for behavior management. What support systems do you need? What resources are available to assist you in meeting your goals? How will you measure or determine your own success?

Week 8

What are your personal biases related to behavior management?

What would you like to share with your colleagues regarding behavior management?

SOCS 5170.02 - THOMAS

FIELD VISIT

Facility Name:

Address:

Phone:

Population served:

Contact person:

Visited by:

Date:

Main function:

Strengths:

Weaknesses:

Fees:

Additional referral sources:

Comments:

SOCS 5170.02 - Thomas

BEHAVIOR MANAGEMENT

Webster University

3 Hours, Graduate

Natalie Feder Thomas, Instructor

- I. Implementors of Behavior Management
 - A. Professionals
 - B. Technicians
 - C. Family
 - D. Student/Peers

- II. Understanding the relationship between the student and the professional
 - A. Role Theory
 - 1. Overlap
 - 2. Conflict
 - 3. Congruency
 - 4. Confusion
 - 5. Overload
 - 6. Expectation
 - 7. Limitation
 - 8. Performance
 - 9. Evaluation

 - B. Systems Theory
 - 1. School System
 - 2. Family System
 - 3. Classroom System
 - 4. Systems Function
 - 5. Cybernetics

 - C. Behavior Theory
 - 1. Stimulus, Response, Reinforcement (A, B, Cs)
 - 2. Behavior Change

 - D. Communication Theory

III. Styles of Behavior Management

- A. Interventionist
- B. Non-interventionist
- C. Interactionalist

IV. Factors influencing behavior

- A. Cultural Beliefs
- B. Stress
- C. Anxiety
- D. Peer Pressure
- E. Frustration
- F. Physical Factors
- G. Emotional Factors
- H. Socio Economic Background
- I. Family

V. Approaches to Behavior Management

- A. Problem Solving
 - 1. Problem identification
 - 2. Brainstorming
 - 3. Evaluating alternatives
 - 4. Deciding a plan of action
 - 5. Implementation of a plan
 - 6. Demonstrating (visually) results
- B. Goal Setting (Long and Short Term)
 - 1. Measurable
 - 2. Desirable
 - 3. Attainable
 - 4. Stated in the positive
 - 5. Independent of other's actions
- C. Recording Progress
 - 1. Assess growth
 - 2. Predict future progress
 - 3. Note patterns
 - a. Charts
 - b. Logs
 - c. Graphs

VI. Techniques

- A. Pro-active
 - 1. Relaxation
 - 2. Contingency statements
 - 3. Premack scheduling
 - 4. Contracts
 - 5. Clear rules
 - 6. Choice menus
 - 7. Token economy
 - 8. Classroom tone
 - 9. Seating arrangement
 - 10. Mainstreaming

- B. Re-Active
 - 1. Peer pressure
 - 2. Reinforcement schedules
 - a. Consistent
 - b. Fixed ratio
 - c. Time interval
 - d. Intermittent
 - 3. Successive approximation
 - 4. Natural consequences
 - 5. Incompatible alternatives

- VII. Factors intensifying behavior problems
 - A. Child abuse
 - B. Physical illness
 - C. Mental illness
 - D. Hyperactivity
 - E. Other handicapping conditions

- VIII. The Family
 - A. Communication between home and school
 - B. Home school contingencies
 - C. Family involvement in the I.E.P.

- IX. Community Resources
 - A. School personnel
 - B. Referral information
 - C. Referral sources

- X. Ineffective Techniques

- XI. Ethics
 - A. Educators responsibilities
 - B. Effects of behavior

BEHAVIOR MANAGEMENT

FINAL EXAMINATION

Exam Due: Last class or

Mail your completed exam to the following address:

7002 Dartmouth Avenue, St. Louis, Missouri 63130

Directions:

1. Do not put your paper in any special cover. One staple in the upper left corner will be just fine.
2. If you want your exam feedback form returned, please include a self-addressed stamped envelope. Do not substitute cash for the postage.
3. Be sure to complete the top portion of the exam feedback sheet and include it with your exam. Your full exam WILL NOT be returned.

Please consider the following questions carefully. Each response should be complete and include rationales for your plans of action, hunches and needed information. You may use a narrative or outline form. However, be sure that you clearly convey your thinking and relevant issues.

1. Andre is a 4th grader who has a history of excessive absences and tardies. When he is present he does not participate or complete assignments. Use Systems Theory to discuss what might be going on? What factors do you need to explore? Who needs to be involved? What is your plan for addressing Andre's behavior?
2. John is a 6th grade student who has had 10 referrals for fighting. This year he has Miss Jones. Next year will be his teacher. The playground monitor also has had numerous problems. What information would you seek? What theoretical approaches might be helpful in analyzing this situation? What plan will you have to start the year off on a better foot?
3. Lytia is a 2nd grade student. Her previous teacher stated that her family has been "uninvolved." Lytia can be delightful and outgoing with leadership skills. However she can also be argumentative with teachers and playground aides. She spent many hours sitting in the principal's office. Everyone in the school is frustrated. You will be her teacher next year. What is your plan? What theory or theories are you drawing upon in your plan?
4. Brian is a high school freshman. His music teacher stated that he cheated on his midterm test. You are his advisor and team teacher (main teacher). What questions would you ask the music teacher? What would your response to the music teacher be? What would you do if you were his music teacher?

**BEHAVIOR MANAGEMENT
FINAL EXAM
FEEDBACK FORM**

Student Name: _____ Term: _____

Exam Score: _____ Course Grade: _____

Question 1 (Andre)

- _____ (7) Considered family, social, personal and school factors.
- _____ (6) Addressed possible issues related to curriculum, learning/teaching style and motivation.
- _____ (6) Plan includes strategies to get information and involvement from relevant individuals.
- _____ (6) Plan includes positive approaches.

Question 2 (John)

- _____ (7) Considered environmental factors associated with playground activities.
- _____ (6) Considered social setting for John.
- _____ (6) Plan included factors that increased John's social skills.
- _____ (6) Plan encompasses both proactive and reactive strategies.

Question 3 (Lytia)

- _____ (9) Considered factors complicating the family system.
- _____ (8) Plan included approaches that invite parent involvement.
- _____ (8) Plan builds on student strengths.

Question 4 (Brian)

- _____ (7) Considered important aspects of the situation.
- _____ (6) Considered the perspective of the student.
- _____ (6) Plan is respectful of Brian's sense of self.

_____ (6) Plan is both proactive and reactive.

Natalie's Biases about Behavior Management

- 1. People do the best they can at a given time.**
- 2. People want to do well and be liked.**
- 3. All parents care about their children.**

- 4. If a behavior management strategy does not help a person feel better about themselves, don't use it.**

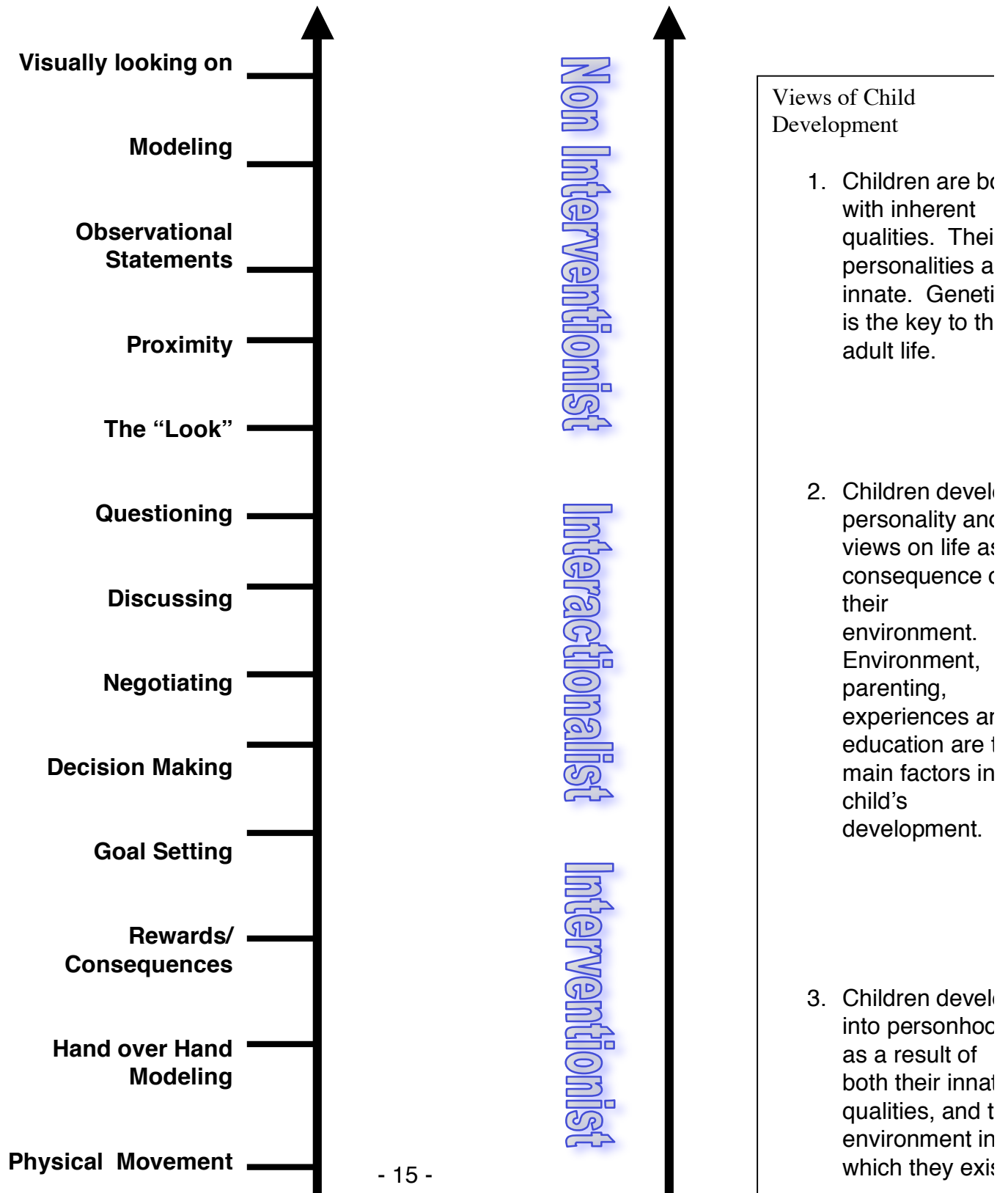
- 5. People can and do change.**

- 6. Emotion can drive behavior AND behavior can drive emotion.**

- 7. When people experience any type of anxiety (pleasant or painful) they do not perceive their world as others would.**

What are your biases?

Styles of Behavior Management



Behavior Modification Lecture Notes

Ethical considerations

Preceding event – Behavior – Follow-up occurrence

A- B-Cs of Behavior

Stimulus – Response – Reinforcement

Behavior modification is the sequence of behaviors

Who has the control?

Stimulus is that event, action or thought that occurs immediately before the targeted behavior.

Response is the targeted behavior

Reinforcement is that event, action or thought that occurs immediately after the targeted behavior.

Positive reinforcement is adding something to the environment after the response occurs.

Negative reinforcement is removing something from the environment following a response. Specifically negative reinforcement removes an aversive when a desired behavior occurs.

Pleasurable reinforcement

Hierarchy of Needs

Hierarchy of Rewards

Learning a new skill or behavior

Modeling

Successive Approximation (Shaping)

Reverse Successive Approximation

Bell Curve of Learning

Ignoring

Extinction

Reinforcement Schedules

Baseline

Continuous Reinforcement

Interval Reinforcement- Frequency/ Duration

Differential Reinforcement

Fixed Ration

Intermittent Reinforcement

Data collection: graphs and charts

Over Correction

Generalization

Incompatible alternatives

Other considerations:

Behavior modification versus techniques inspired by behavioral theories

Implications for the classroom, family and general proactive.

Behavior Modification Lecture Notes

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B- B-Cs of Behavior

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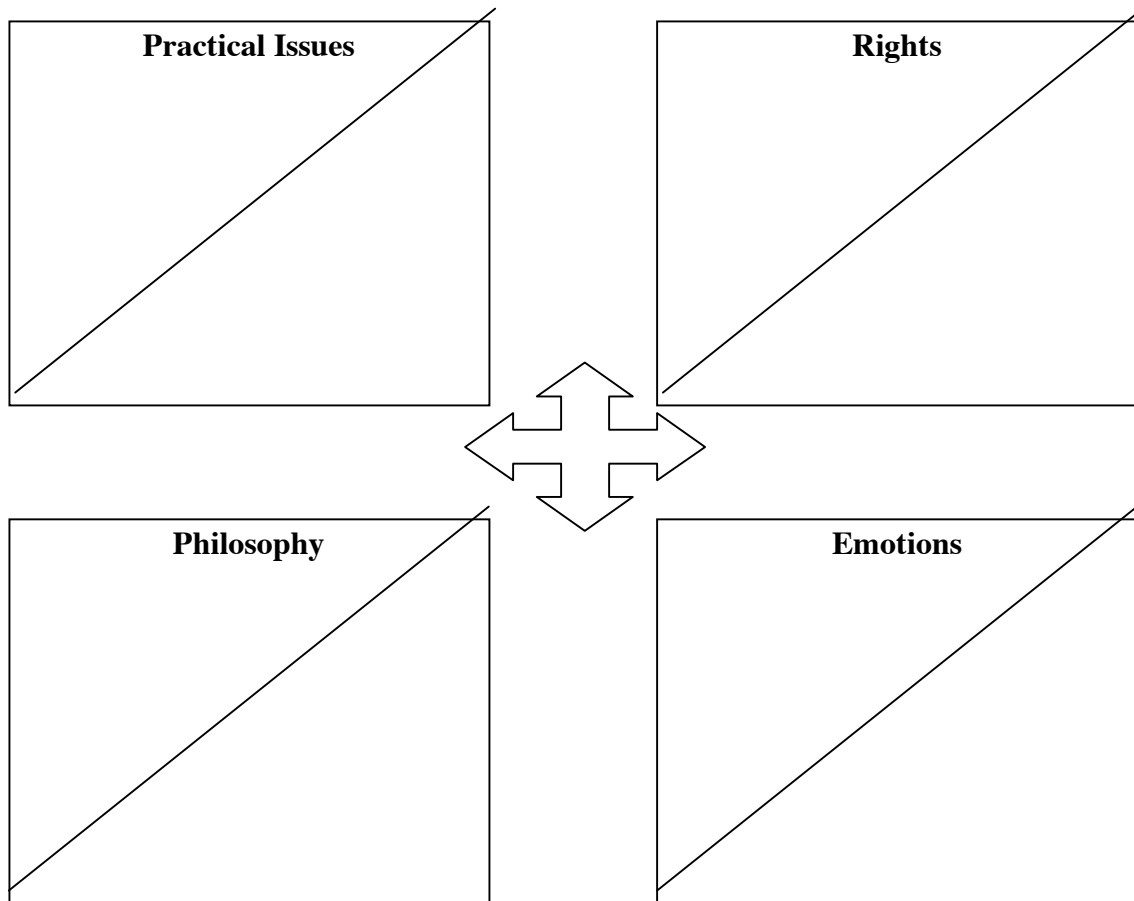
Implications for the classroom, family and general proactive.

Communication Theory

Communication is the process of sending, receiving and sending messages (verbal and non- verbal).

Communication involves the following cycle

- Formulating Ideas
- Selecting method of conveyance
- Execution
- Reception
- Interpretation
- Memory



Behavior Modification Vocabulary

Cybernetics
Change Theory
Consistency
Stimulus-Response-
Reinforcement
Aversion
Cover Correction
Natural Consequences
Generalization

Punishment
Positive Reinforcement
Negative Reinforcement
Building New Behaviors
Modeling
Successive
Approximation
Reverse Successive
Approximation
Differential Reinforcement

Hierarchy of Needs
Hierarchy of Rewards
Primary
Secondary
Social

Satiation
Schedule of Reinforcemen
Fixed Ratio
Interval
Intermittent

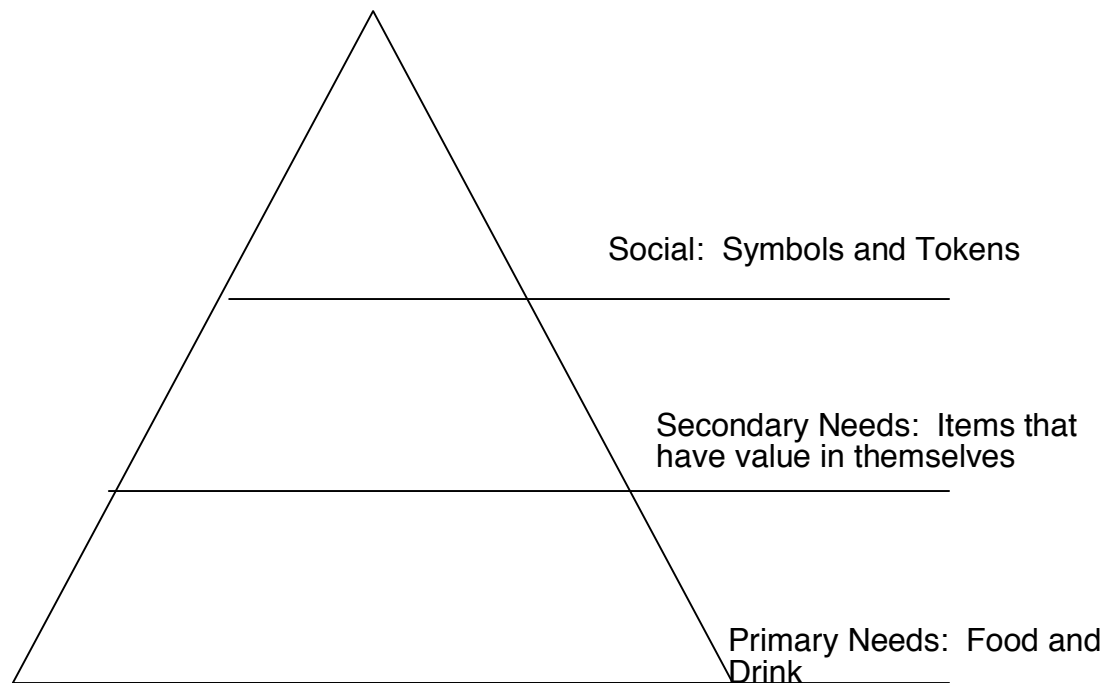
Frequency
Duration
Graphs and Charts
Extinction
Ignoring
Bell Curve of Behavior

Gifts and Rewards:

A gift is something that someone wants to give you.

A reward is something that motivates you to continue effort or a behavior/ action.

Hierarchy of Needs and Rewards



Things to remember:

The selection of rewards should match the developmental level (chronological and emotional) of the person being rewarded in relation to the task.

Usually, the more difficult the task the lower the reinforcement level should be. Another option is to increase the quantity of the reinforcer.

Grief: The loss of a significant person, place or dream

Denial

Positive by product

Anger

Positive by product

Depression

Positive by product

Guilt

Positive by product

Anxiety

Positive by product