



## Course Syllabus

SOCS 5170.ID

Marsha Guilliams

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COURSE NUMBER AND SECTION

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INSTRUCTOR

Behavior Management

3

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COURSE TITLE

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TERM

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CREDIT HOURS

Pattonville

F I

F II

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SITE

SP I

SP II

### 1. Course Description:

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.

### 1. LEARNING OUTCOMES:

2. Student will explore multiple approaches to analyzing behavioral problems including role theory, systems, theory and behavior modification.
3. Students will explore environments in which appropriate behavior and inappropriate behavior occur.
4. Students will generate specific plans to increase desired behaviors.

5. Students will identify behavioral problems requiring additional interventions in addition to appropriate management.
6. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.
7. \_\_\_ Chapters 2, 4 and 8
8. \_\_\_ Chapters 3, 5 and 6
9. \_\_\_ Chapters 11, 12 and 13
10. \_\_\_ Chapter 15
11. \_\_\_ Chapter 1 and 14
12. \_\_\_ Visits and Final Exam Due
13. Assignments:
14. 40% Take home exam. Due last class. Consists of 4 separate behavior situations often encountered in a school setting, each worth 25 points for a total of 100 points. You will be given a copy of a feedback form ahead of time to guide you in completing the behavior plan for each scenario. Each of the four situations should have three to four pages double spaced typed text. Students should attach the feedback from to their final exam and provide a self addressed STAMPED envelope if you want the feedback on our exam.
15. 20% Class/small group participation AND attendance.
16. 10% Short answer quiz on behavior definitions and ideas (10 items from material specified by instructor)
17. 20% Field Visit. (Use handout provided) On last day of class, give 5 minute summary and bring a copy for each student in the class to keep.
18. 10% Connection papers. (Pass/Fail basis) Due weekly at the beginning of class starting with the 3rd class. Handwritten informal input covering one side of notebook paper (single spaced). This involves your thoughts on how something learned in this class or through the readings relates to other experiences in your life. This is NOT a summary of what you learned; it involved application.
19. This syllabus is subject to change at the discretion of the instructor; therefore, regular attendance is required.

The Missouri Show-Me Standards are addressed within the content of this course.

- 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

1. Resources:

Text(s): Building Classroom Discipline, 7th Edition  
Author: C.M. Charles  
ISB number: 0321076915  
Allyn & Bacon Publishers

1. FINAL PROJECTS: Final projects/papers will be returned to students in the following manner:

- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so Final Exam Feedback Form can be returned.
- Other (explain)

**NOTE; Papers will not be available for pick up from the School of Education Office.**

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required.