

## COURSE SYLLABUS

SPED 5250. 01

DONNA CAMPBELL, PH.D.

961-2660, Ext 7642

campbedm@webster.edu

Behavioral Management for Children  
with Special Needs

TERM: FA1 YEAR: 2008

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

This is a course on behavioral management techniques, designed for special educators and other professionals. The focus of the course will be on developing behavior management strategies for individual learners who present challenging behavior in the classroom or in community settings. This course complements the study of school-wide and classroom-wide management strategies.

**This course is web-enhanced. Please log-in at <http://www.webster.edu/online/> to open the online version of this course.**

2. **Standards and Learner Outcomes**

Learner Outcomes	Goals, Standards, & Competencies
Candidates are knowledgeable of the basic principles of classroom management, motivation, functional assessment, positive behavior support and change.	<p><b>SoE:</b> Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.</p> <p><b>MOSTEP</b>1.2.6.1: knows motivation theories and behavior management strategies and techniques</p>
Candidates plan and implement a functional assessment of an identified behavior problem, using direct observational and informal assessment procedures.	<p><b>CEC Standard 8:</b> Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.</p>
Candidates develop a developmentally/or functionally appropriate, research-based behavior intervention plan for an individual with chronic behavior problems, based on an assessment of the academic, behavioral or socio-emotional needs and the learning environment of the individual.	<p><b>MO STEP:</b> 1.2.6: The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</p> <p><b>CEC Standard 5:</b> Special educators actively create learning environments for individuals with ELN that foster cultural understanding,</p>

	safety and emotional well being, positive social interactions, and active engagement of individuals with ELN. ..Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.
Candidates systematically assess and evaluate their own effectiveness in the areas of behavior and classroom management, with consideration of the ethical standards of the profession,	<p><b>MOSTEP 1.2.9:</b> The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p> <p><b>SoE:</b> Reflective collaborators reflect on the role educators take as leaders of change through collaboration with colleagues, students and families in schools and communities.</p> <p><b>CEC Standard 9:</b> Special educators are guided by the profession's ethical and professional practice standards.... Special educators view themselves as lifelong learners and regularly reflect on and improve their practice.</p>

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

<b>W</b>	<b>Topic</b>	<b>Class Activity</b>	<b>Homework Assignment</b>
0	<b>Preparation</b>		<b>Read Chapters 1, 2, &amp;7</b>
1	Overview of Behavior Management  Methods of Observing and Recording Behavior Principles of Behavior Modification	Direct Observation: Frequency, Duration, Interval, Time-sampling, ABC	Behavior Plan: Introduction (Please bring to next week's class a introductory summary of the identified student, and problem behavior) Read Chapters 3 Quiz 1
2	Functional Assessment	Behavior Plan: Assessment & Data Collection (Using case studies of students, we will plan	Behavior Plan: Assessment Plan (What type of information will be collected and how?)

		assessment) Case study Round Table: Assessment planning	Read Text: Ch 4 Read "Beyond FA" Website: PBS module 2 Quiz 2
3	Functional Assessment: Analysis & Interpretation of Assessment; Writing Objectives	Behavior Plan: Analysis & Interpretation; (Using case studies of students, we will analyze and interpret assessment information) Behavior Plan: Task Analysis; Write goals & Objectives Case study Round Table: FBA results	Behavior Plan: Analysis & Interpretation; Goals & Objectives (What are the relationships between antecedents, problem behavior, and consequences? What are the goals of intervention?) Read Text : Review Ch 1 Website: PBS module 3 Quiz 3
4	Principles of Behavior Modification and Behavior Management; Prevention strategies	Examples of Principles Activity Prevention Strategies: Adaptations & Modifications Social stories Case study Round Table: Prevention strategies	Behavior Plan: Prevention strategies Read Text : Ch 5 Website: PBS module 4 Quiz 4
5	Contingency Management: Increasing behavior Motivation Strategies	Behavior Plan: Contingency Management Increasing Appropriate behavior Case study Round Table: Research review on effective strategies	Behavior Plan: Contingency Management Plan Read Text : Ch 6 Website: PBS module 4 Quiz 5
6	Contingency Management: Decreasing behavior	Behavior Plan: Contingency Management Decreasing Inappropriate Behavior Case study Round Table: Strategies	Behavior Plan: Contingency Management Plan Read Text : Ch 9 Website: PBS module 5 Quiz 6
7	Teaching appropriate behavior Teaching replacement behavior	Behavior Plan: Educational interventions: Social skills; self- management Behavior Plan: Maintenance Planning Case study Round Table: Strategies	Behavior Plan: Educational interventions Read Text : Ch 10 Website: PBS module 5 Literature Review: Draft Quiz 7
8	Generalization & Maintenance	Behavior Plan: Maintenance Planning Case study Round Table: Final Behavior Plan &	Behavior Plan: <b>Final project</b> due including Literature Review & Evaluation & Reflection

		Progress Monitoring Results	Quiz 8
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4. **Resources:**

**Text:** Kaplan, Joseph S. with Jane Carter (1995) Beyond behavior modification (3rd edition). Austin, Tx: Pro-ED.

**Online Academy:** Positive Behavior Support Modules

**Recommended textbooks and readings:**

Kaplan, Joseph S. (2000). Beyond functional assessment. Austin, TX: Pro-ed.

Alberto, Paul A. & Troutman, Anne C (2005). Applied Behavior Analysis for Teachers, (7<sup>th</sup> Edition or latest). N J: Prentice-Hall

Maag, John. (2003). Behavior Management: From Theoretical Implications to Practical Applications (2<sup>ND</sup> Ed). East Windsor, CT: Wadsworth

5. **Evaluation:**

Assessment	Link to Course Outcome	% of Course Grade
<b>Quizzes (8)</b>	Candidates are knowledgeable of the basic principles of classroom management, motivation, functional assessment, positive behavior support and change.	<b>160/400 points or 40%</b>
<b>Behavior Support/ Management Plan: Functional Assessment</b>	Candidates plan and implement a functional assessment of an identified behavior problem, using direct observational and informal assessment procedures.	<b>240/400 points or 60%</b> (15%)
Literature Review	Candidates conduct a review of evidence-based strategies to identify and determine effective interventions.	(15%)
Support/Intervention Plan		(25%)

Evaluation Reflection	Candidates develop a developmentally/or functionally appropriate, research-based behavior intervention plan for an individual with chronic behavior problems, based on an assessment of the academic, behavioral or socio-emotional needs and the learning environment of the individual. Candidates systematically assess and evaluate their own effectiveness in the areas of behavior and classroom management, with consideration of the ethical standards of the profession,	(5%)
Professional and ethical behavior	Candidates display respect for oneself, others, the professional community, and their students.	Instructor Rating of “proficient”

Grading Scale:

- A : 93- 100%**
- A-: 90 - 92%**
- B+: 87 – 89%**
- B: 84 – 86%**
- B-: 80 - 83%**
- C: 70 - 79%**
- NC: < 70%**

6. **Supplements:**

Guidelines on Behavior Management Project  
Homework Assignments

**Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE.**

**7. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty. \***

In its broadest sense, plagiarism is using someone else's work or ideas, presented or claimed as your own. Any time you refer to another person's work, whether as a direct quotation or paraphrased, you must use a citation. Students should not copy more than two paragraphs from any source as a major component of papers or projects. All citations must be properly documented and references must be provided using APA guidelines (<http://library.webster.edu/citation.html>). Course papers and projects must be submitted as a **hard copy and as an electronic copy**. Please use the course title when submitting an electronic copy.

All course papers and projects are submitted to **Turnitin.com** to determine originality. **Plagiarism and excessive copying** is not tolerated. Plagiarism refers to the using another's ideas or words without credit (reference). Excessive copying (using quotations, or copying a reference) is defined as copying more than a paragraph (approximately 4 sentences) from a written source. **For purposes of this course, plagiarism is defined as a similarity index (Turnitin.com) greater than 25%. Students who plagiarize will earn "no credit" for the assignment.** Students who do not comply with this policy may receive a grade reduction, no credit for the course, or dismissal according to university policy.

**8. ACCESSIBILITY/ACCOMODATIONS POLICY**

If you have a disability, please see me as soon as possible to discuss your accommodation needs.

**9. Other:**

The instructor is not responsible for written materials. Please make a copy of written work.

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 4 hour class session, the final course grade will be reduced by one-half letter grade reduction (e.g., A to A-). **Students who miss two or more classes of an 8-week class are advised to withdraw; a NC may be issued for the course.**

Students who do not complete the requirements of the course must contact the instructor prior to the end of the course to complete an Incomplete Course form. **Incompletes are not awarded** except in emergencies, as defined by the instructor. If the requirements of the course are not completed by the last day of the semester, the grade will be based on the work submitted during the semester, as a percentage of the total number of grade points earned. An Incomplete may

only be awarded to a student who has maintained a passing grade up to the point of the emergency. Incomplete grades will change to a grade of F or NC unless the requirements stipulated on the incomplete form are met by the date listed on the form or **one calendar year** from the end of the course, whichever comes first. Assignments are not accepted after the eighth class, unless there is an emergency. Assignments that are not submitted by the due date (see schedule) will not be re-evaluated.

This syllabus is subject to change at the discretion of the instructor.