

COURSE SYLLABUS

SPED 5250. 01

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Behavioral Management for Children
with Special Needs

TERM: SP1 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 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 assesement, positive behavior support and change.	<p>SoE: Knowledgeable learners demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.</p> <p>MOSTEP1.2.6.1: 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>CEC Standard 8: 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>MO STEP: 1.2.6: The practitioner uses an understanding of individual and group motiva and behavior to create a learning environment encourages positive social interaction, active engagement in learning, and self-motivation</p> <p>CEC Standard 5: 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>MOSTEP 1.2.9: 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>SoE: 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>CEC Standard 9: 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 evaluate their practice.</p>

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

W	Topic	Class Activity	Homework Assignment
0	Preparation		Read Chapters 1, 2, &7
1	Overview of Behavior Management Methods of Observing and Recording Behavior	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) Article Summary Read Chapters 3 Quiz 1
2	Functional Assessment	Behavior Plan: Assessment & Data Collection (Using case studies of	Behavior Plan: Assessment Plan (What type of information will be

		students, we will plan assessment) Article presentations: Each student will present an article	collected and how?) Article Summary 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: Article Presentations	Behavior Plan: Analysis & Interpretation; Goals & Objectives (What are the relationships between antecedents, problem behavior, and consequences? What are the goals of intervention?) Article Summary 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 Article Presentations	Behavior Plan: Prevention strategies Article Summary Read Text : Ch 5 Website: PBS module 4 Quiz 4
5	Contingency Management: Increasing behavior Motivation Strategies	Behavior Plan: Contingency Management Increasing Appropriate behavior Article Presentations	Behavior Plan: Contingency Management Plan Article Summary Read Text : Ch 6 Website: PBS module 4 Quiz 5
6	Contingency Management: Decreasing behavior	Behavior Plan: Contingency Management Decreasing Inappropriate Behavior Article Presentations	Behavior Plan: Contingency Management Plan Article Summary 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 Article Presentations	Behavior Plan: Educational interventions Article Summary Read Text : Ch 10 Website: PBS module 5 Literature Review: Draft Quiz 7
8	Generalization & Maintenance	Behavior Plan: Maintenance Planning Behavior Plan:	Behavior Plan: Final project due including Literature Review &

	Presentation Article Presentations	Evaluation & Reflection 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 Text: Kazdin, Joseph S. (2000). Beyond functional assessment. Austin, TX: Pro-ed.

5. **Evaluation:**

Assessment	Link to Course Outcome	% of Course Grade
Quizzes (8)	Candidates are knowledgeable of the basic principles of classroom management, motivation, functional assessment, positive behavior support and change.	160/400 points or 40%
Behavior Support/ Management Plan: Functional Assessment	Candidates plan and implement a functional assessment of an identified behavior problem, using direct observational and informal assessment procedures.	240/400 points or 60% (10%)
Literature Review Support/Intervention Plan	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.	(15%) (30%)
Evaluation Reflection	Candidates systematically assess and evaluate their	(5%)

	own effectiveness in the areas of behavior and classroom management, with consideration of the ethical standards of the profession,	
Professional and ethical behavior	Candidates display respect for oneself, others, the professional community, and their students.	Instructor Rating of "proficient"

Grading Scale:

- A : 95- 100%**
- A-: 90 - 94%**
- 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. 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.

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. **All student materials are submitted to 'Turnitin.com' to determine originality.**

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