

This syllabus has an attachment

WEBSTER UNIVERSITY

COURSE SYLLABUS

SOCS 5170.02
COURSE NUMBER and SECTION

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INSTRUCTOR

Behavior Management
COURSE TITLE

TERM: F I YEAR: 2003
F II
SP I
SP II
SU X

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, 7th 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.

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

C.M. Charles, *Building Classroom Discipline*, 7th Edition

- ___ Introduction and Chapters 2 pt. 2, 5 and 9
- ___ Chapters 3 pt. 2, 2 pt. 1, 3 pt. 1 and 4
- ___ Chapter 12
- ___ Chapters 11 and 13
- ___ Papers and Visits Due. No Reading Assignment

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DISCUSSION QUESTIONS

Chapter 2 pt. 2

1. Do you agree with Dreikus' statement that students choose to misbehave?
2. What effect does Dreikus' model have on "low average" students? Does functioning level make a difference in managing behavior?

Chapter 5

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 9

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.

Chapters 3 pt. 2

1. What dangers are implicit in Skinner's concepts?
2. How can we foster self reinforcement in students?
3. Are critical thinking skills advanced by Skinner's model? Is this important?

Chapter 2 pt. 1

1. What implications does the "ripple effect" have for classroom teachers?
2. What prerequisite teacher skills would be necessary to implement Kounin's "Key Concepts?"
3. How could these skills be developed if missing? How would you separate Kounin's behavior management techniques from teaching style? Can behavior management and teaching style be blended? Does one lead to another?

Chapter 3 pt. 1

1. What are realistic ways to "invite cooperation?"
2. Discuss Ginolt's view, as well as your own, on labeling. How does IDEA '97 fit into this area?

Chapter 4

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 1

1. What relationship exists between Role Theory and Redl and Wattenberg's theories? How can "Diagnostic Thinking" be used to encourage successful cooperative groups within the classroom?
2. What techniques do you think increase leadership abilities in peers, families and students.

Chapter 7

1. Are these factors that contradict and/or support Gordon's model?
2. Gordon discusses multiple types of authority? What practical implications for these distinctions have for current educational institutions?
3. What "Communication Road Blocks" are you most concerned about in your personal interactions with peers, families and children?

Chapter 10

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?

Chapter 12

1. Identify personal goals for behavioral management. What support systems do you need? What resources are available to assist you in your goal attainment? How will you measure or determine your own success?
2. What are your top three priorities from the issues discussed in this chapter? What are your three lowest priorities?

Chapter 13

1. Which class would you love? Why?
2. Which class would you hate? Why?
3. Which class would you like your child to attend? Why?

**BEHAVIOR MANAGEMENT
FINAL EXAMINATION**

Exam Due: Last class or

Mail your completed exam to the following address:

776 Yale Avenue, St. Louis, Missouri 63130-3119

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.

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FIELD VISIT

Facility Name:

Address:

Phone:

Population served:

Contact person:

Visited by:

Date:

Main function:

Strengths:

Weaknesses:

Fees:

Additional referral sources:

Comments:

**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