



Course Syllabus

COURSE NUMBER: SPED 5250.01	COURSE TITLE: Behavioral Management with Special Needs	TERM: Summer 2006
SITE: Off Campus	INSTRUCTOR CONTACT INFORMATION: Peppy Howard-Willms 314-919-4727 phoward-Willms@eccstl.org	CREDIT HOURS: 3

- 1. COURSE DESCRIPTION:** 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.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<p>A. Students will understand the basics of behavior modification, including applied behavior analysis and cognitive behavior modification.</p> <p>B. Students will be able to apply the concepts and principles appropriate to effective behavior change, as measured by class participation and individual projects.</p> <p>C. Students will be knowledgeable of the ethical standards governing the use of behavior management techniques.</p>		<p>SOE: 1.1,1.4 SOE Disposition: 1.2,2.1, MO-STEP 2.2,2.4,6.1</p> <p>SOE 1.2,2.2,2.4,3.4,4.1 SOE Disposition: 1.2,2.1,2.2,2.3, MO-STEP 4.3,6.2,8.1,8.2,8.4</p> <p>SOE: 3.1, SOE Disposition: 1.4,3.1 MO-STEP: 9.3</p>
The student is guided by the profession's ethical and professional practice standards.	Preservice special education graduates will be reflective practitioners, knowledgeable about professional resources and adhere to the ethical	SOE: 3.1 SOE Disposition: 1.4,2.3,3.1,3.2,3.5 MO-Step: 9.3 CC9K4, CC9S1, CC9S2, CC9S3 CC9S4, CC9S7, CC9S11

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Class 1

Topic: Overview of Behavior Management
Methods of Observing and Recording Behaviors

Homework: Introduction (Please bring an introductory summary of the identified student and problem behaviors to next week class.

Read Chapter 3

Class 2

Topic: Functional Assessment
Homework: Behavior Plan Assessment
Class Presentation: Article 1

Class 3

Topic: Functional Assessment: Analysis and Interpretation of Assessment; Writing Objectives
Homework: Behavior Plan: Analysis and Interpretation; Goals & Objectives
Read: Chapter 1
Class Presentation: Article 2

Class 4

Topic: Prevention Strategies
Homework: Behavior Plan: Prevention Strategies
Read: Chapter 5
Class Presentation: Article 3

Class 5

Topic: Contingency Management: Increasing Behavior, Motivation Strategies
Homework: Behavior Plan: Contingency Management Plan
Read: Chapter 6
Class Presentation: Article 4

Class 6

Topic: Contingency Management: Decreasing Behavior
Homework: Contingency Management Plan
Read: Chapter 9
Class Presentation: Article 5

Class 7

Topic: Teaching appropriate behavior, Teaching replacement behavior, Generalization and Maintenance
Homework: Behavior Plan: Educational Interventions
Read: Chapter 10
Class Presentation: Article 6

Class 8

Topic: None

Class Presentation: Article 7; Behavior Plan

3. RESOURCES:

Required Text(s):

Kazdin, Joseph S. with Jane Carter (1995) Beyond Behavior Modification (3rd Edition). Austin, TX: PRO-ED.

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Behavior Plan	A, B, C	60 %
Article Presentations	A, B,	40%

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

5. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

In its broadest sense, plagiarism is using someone else’s work or ideas, presented or claimed as you own. Any time you refer to another person’s work, whether as a direct quotation or paraphrased, you must use a citation. Student should not copy more than tow paragraphs from ay 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 may be submitted to turnitin.com t determine originality. Students who plagiarize will earn no credit for

the assignment. Students may receive a grade reduction, no credit for the course, or dismissal according to university policy.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

6. ACCESSIBILITY/ACCOMODATIONS POLICY:

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

7. Other

Class participation and attendance is mandatory. In the event of an emergency, should a student miss a 3 or 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 miss the equivalent of three or more weeks of an 16 week class area 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. The grade “ Incomplete” is not used in this course (except in an emergency as defined by the instructor.) If the requirements of this 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.

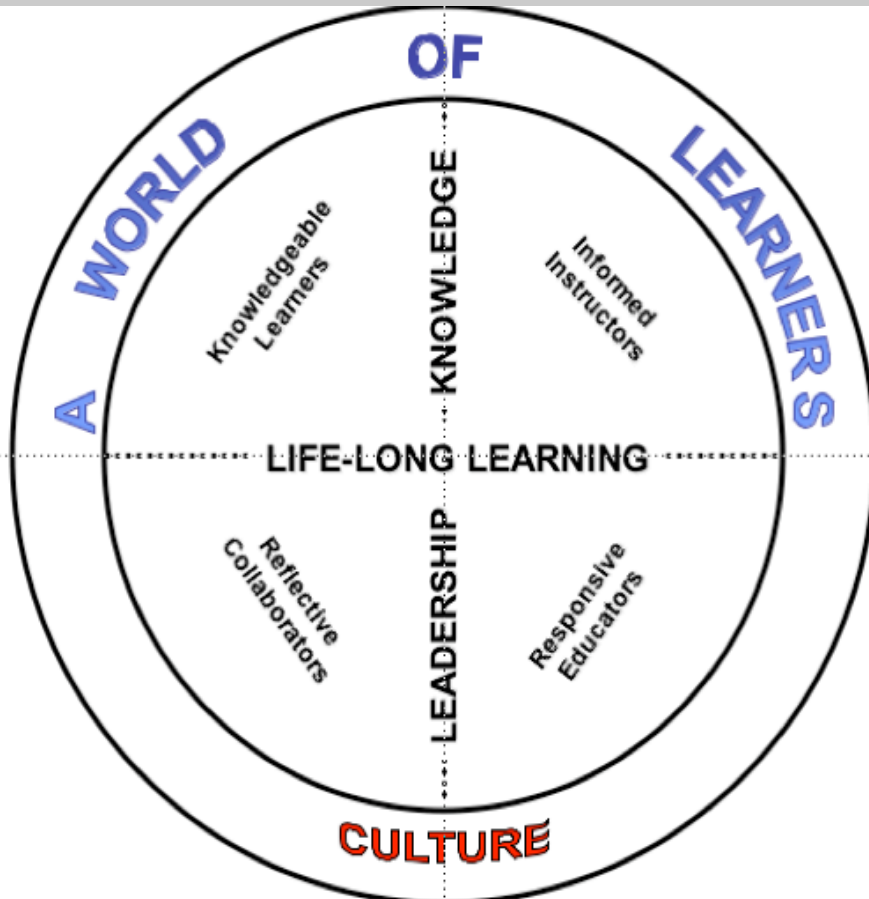
This syllabus is subject to change at the discretion on the instructor.

**WEBSTER UNIVERSITY
SCHOOL OF EDUCATION**

Vision: “ . . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth. " (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence