

Educators as Guides for Engaged Learners



Visit: <http://www.coe.unt.edu/conceptual-framework>

Course Syllabus – Spring 2013

EDSP 4340.001: Classroom & Behavior Management Strategies for Exceptional Learners (3 hours)

Thursday, 2:00 to 4:50 PM, Wooten Hall Rm. 321

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Disability Accommodation: The Department of Education and Psychology complies with the Americans with Disabilities Act (ADA) in making reasonable accommodations for qualified students with disabilities. If you have a qualifying disability as defined in the ADA and would like to request an accommodation, please notify me as soon as possible. Students who have documentation of a disability should present a written accommodation request from the Office of Disability Accommodation (ODA) each semester. Information regarding specific disability diagnostic criteria and policies for obtaining academic accommodations can be found at www.unt.edu/oda. You may also visit the ODA in the University Union (Rm. 321) or phone (940) 565-4323. Please understand that the accommodations are not retroactive.

Teaching Evaluation: The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. A short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I receive from students as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class. To learn more about SETE, please visit <http://sete.unt.edu>.

1. Course Description:

This course is designed to provide a comprehensive overview of concepts and issues related to effective methods of classroom and individual behavior management for students with exceptionalities. The major goal of the course is to prepare students to develop, implement, and maintain an effective classroom/behavior management system. Participants in the class will learn about effective classroom organization and how to implement research-validated behavior change interventions for special education students across the service delivery continuum. Specifically, students will become proficient in the understanding and implementation of Applied Behavior Analysis techniques for classroom use. Students will also be introduced to additional strategies and models of classroom management designed to facilitate positive academic, social, and behavioral classroom performance. Additional topics that will be discussed include ethical and professional behavior of special educators, interpersonal characteristics of effective special education teachers, designing effective classroom rules, the use of positive behavioral supports, as a way of improving student performance on academic and behavioral goals, and how to implement effective behavior intervention plans.

2. Course Objectives: Upon completion of this course, students will:

- 2.1. Understand and implement effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.
- 2.2. Understand, and evaluate for possible adoption, a variety of empirically-based large classroom management models.
- 2.3. Understand and apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.
- 2.4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.
- 2.5. Understand the importance of professional ethics as related to special education programming.
- 2.6. Deliver a thoroughly researched, professional presentation to peers on a model of classroom discipline and management.
- 2.7. This course addresses the following **Council for Exceptional Children (CEC) Essential Knowledge and Skills components:**

Common Core 5: Planning and Managing the Teaching and Learning Environment

K1 – Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs

K2 – Research-based best practices for effective management of teaching and learning

S1 – Create a safe, positive, and supportive learning environment in which diversities are valued

Common Core 6: Managing Student Behavior and Social Interaction Skills

K1 – Applicable laws, rules and regulations, & procedural safeguards regarding the planning & implementation of management of behaviors of individuals with exceptional learning needs

K3 – Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.

S1 – Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning requirements.

S3 – Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors

3. Required Textbooks and Materials:

3.1. Maag, J.W. (2004). *Behavior management: From theoretical implications to practical applications* (2nd ed.). Toronto, Canada: Thomson Wadsworth.

3.2. Waller, R. J. (2008). *A teacher's concise guide to functional behavioral assessment*. Thousand Oaks, CA: Corwin.

3.3. **This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System. All students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website: <http://www.coe.unt.edu/tk20>**

3.4. Additional articles and readings will be required to be read by all students. These readings will be available on Blackboard Learn (BB Learn).

4. Performance Evaluation:

4.1. **Syllabus Quiz:** Students will complete a quiz over the syllabus content. This quiz is intended to test the students' familiarity of general course information. **[5 points]**

4.2. **Content Quizzes:** In order to help ensure a complete understanding of the course material, students will be required to complete weekly quizzes on Blackboard Learn (<http://learn.unt.edu>). Quizzes will consist primarily of objective questions from the textbook, class lectures, and other class activities. Students will earn a score of zero points for quizzes that are not completed by Sunday at 11:59 PM on the posted due date. No make-up quizzes will be allowed for anyone who misses a quiz for any circumstance. For a list of computer labs available on campus, check www.gacl.unt.edu/locations.php. **[250 points]**

- 4.3. **Lead Class Activity**: Students will work in pairs to develop and lead an in-class activity. The activity should relate to course content for the assigned week and should be stimulating to the class. Students need to seek instructor approval before implementing the activity. The day of the activity, submit a 1-page paper outlining the activity (i.e., title of the assigned chapter(s), the type of activity conducted, and how the activity improves student knowledge. [20 points]
- 4.4. **Class Participation/In-Class Activities**: The subject matter of this course, in particular, with its emphasis on the practical application of theoretical models, is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to come to class well prepared to engage in discussions and complete in-class activities worth 5 points each. You will need to be present in class to earn the maximum number of in-class activity points. If absent for a valid reason, you may submit the completed activity for a maximum of 2 points. However, it should be submitted within 3 days of the absence. [65 Points]
- 4.5. **BIP Article Review**: Students will identify a research-based, behaviorally-oriented journal article which relates in some specific way to your planned intervention (e.g., similar behavior, technique, data collection system) and write a brief summary of the article. The summary should be at least 1 ½ to 2 pages and include the following components: (1) the complete APA reference citation for the article, (2) a one-paragraph summary of the article, (3) the educational significance of the article for teachers, parents, and professionals, and (4) how the article relates to your behavioral intervention. [30 points]
- 4.6. **Behavior Intervention Project & Summary Paper**: Students will conduct an abbreviated Applied Behavior Analysis intervention with a human subject (preferably, a school-aged child and ideally, a student in a public school setting). This project will involve conducting an FBA, developing hypotheses regarding behavioral functions and maintaining variables, designing an intervention plan, and implementing behavior change procedures. A detailed description of the assignment and a rubric for evaluation will be made available to you on BB Learn. [100 points]
- 4.7. **BIP Presentation**: Prepare a 10 minute professional presentation summarizing the results of your functional assessment and behavior intervention to the class for a group discussion and critique of your methods and results. Prepare to show your graph and answer questions. [20 points]
- 4.8. **Professionalism**: Students who adhere to the policies and procedures stated in this syllabus and who take all quizzes, attend all classes, and complete all activities will earn the maximum number of points for *professionalism*. [10 points]

- 4.9. **Performance Evaluation Tracking:** Your final grade will be computed on the basis of the cumulative points earned at the end of the semester:

Assessments	Maximum	Earned
Syllabus Quiz	5	
Content Quizzes (10 x 25 points)	250	
Lead Class Activity	20	
Class Participation/In-Class Activities	65	
BIP Article Review	30	
BIP Project & Summary Paper	100	
In-Class BIP Presentation	20	
Professionalism	10	
TOTAL (check for any changes at end of semester)	500	

Grade Criteria:

A = 500 – 450
B = 449 – 400
C = 399 – 350
D = 349 – 300
F = 299 – below

5. Administrative Policies and Requirements:

- 5.1. Use Person-First Language at all times when referring to individuals with a disability (e.g., “students with autism,” or “a student with behavioral problems”). Please do not use labels like “Mentally Retarded student” or “Autistic kid” or “Emotionally Handicapped class” because of the associated negative connotations.
- 5.2. Use BB message/e-mail for communication with the instructor.
- 5.3. **Attendance:** Attendance and punctuality are salient indicators of one’s personal commitment to professional behavior and learning. Despite challenges posed by highway gridlock and juggling personal schedules, all students are expected to attend and fully participate in each class meeting, and arrive to class on time.
- 5.4. **Personal conduct:** Please be courteous to the instructor and peers...any cell phone use (e.g., texting, internet use, game playing, etc.), excessive talking without permission, and other disruptive behavior will result in a loss of participation/activity points for that day.
- 5.5. **Completion/Submission of Assignments:** Read assignment instructions carefully before starting and/or submitting to ensure accuracy. Assignments are to be submitted

through the Blackboard Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines. Late assignments will result in a loss of 2 points for each calendar day the assignment is not turned in after the due date unless a prior agreement has been made with the professor.

5.5.1. **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. Assignments should be turned in on the date announced.

5.6. **Make-up Quizzes:** Students will be given more than one day to take the quizzes. Therefore, there will be **NO make-up Quizzes for this course**. It is *highly recommended that you do not wait until the last day or final hour to begin a quiz or exam* in case an unforeseen event occurs and you are unable to complete the assessment in a timely manner. A zero (0) will be given for non-completion.

5.7. **Incompletes:** A grade of "Incomplete" will be granted *only if* a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

5.8. **Academic Integrity and Dishonesty:** To be successful in this course, you must invest a significant amount of time for study. Academic Integrity is defined in the UNT Policy of Student Standards for Academic Integrity. Dishonesty is defined as (a) the use of unauthorized materials during quizzes/exams, (b) discussing or providing technical assistance to each other on online quizzes/exams, (c) plagiarism or representing other's work as one's own (e.g., copying, pasting, or retyping sentences from other electronic sources) or (d) fabricating information (e.g., "creating" a scenario not really experienced or writing a report about a past rather than current experience). Any suspected case of Academic Dishonesty will be handled in accordance with the University Policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade "F" in the course. Further sanctions may apply to incidents involving major violations. I reserve the right to determine if academic dishonesty occurred and will refer such cases to the appropriate office as per the University's policy. You will find the policy and procedures at: <http://vpaa.unt.edu/academic-integrity.htm>.

5.9. **EagleConnect:** All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

5.10. **Blackboard Learn:** Visit the course (EDSP 4340) website for updates on course content, quizzes, PowerPoint presentations, posting questions that you were unable to

ask in class due to lack of time, and general communication. Understand that the course website is my method of communicating with you between classes. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class.

5.11. **Professionalism:** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT's Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:

- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
- attending respectfully to others who are sharing information (or asking questions) with the class;
- being flexible and understanding in response to unforeseen changes in the syllabus;
- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.
- ensuring that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible);
- using personal computers is encouraged for those students who prefer this medium for note taking, however, professionalism dictates that students use their computers for class-related activities only during class time;
- all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

6. Calendar of Due Dates and Course Topics:

Date	Topics	Required Readings	Due Sun. 11:59 pm
1/17	- Introduction to the course - Characteristics of Effective Special Education Teachers - Philosophy of Discipline	Syllabus	Syllabus Quiz
1/24	- Intro to Behavior Management; - Impediments to Managing Behavior	Maag Ch. 1 & 2*	Quiz 1
1/31	- Basic Principles of Behavior	Maag Ch. 4*	Quiz 2
2/07	- Counting and Recording Behavior; *Jo Monahan – Library Services	Maag Ch. 5*	Quiz 3
2/14	- Graphing Behavior	Maag Ch. 6*	Quiz 4
2/21	- Functional Assessment of Behavior Problems	Maag Ch. 7*	Quiz 5
2/28	- Reinforcement Techniques for Increasing Behavior	Maag Ch. 9*	Quiz 6
3/07	- Differential Reinforcement for Decreasing Behavior	Maag Ch. 10	Quiz 7
3/14	<i>Spring Break</i>		
3/21	- Punishment	Maag Ch. 11*	Quiz 8
3/28	- Behavior Intervention Plans - Review APA 6 th Edition Format *Krystal Powell - CACDC		Article Review
4/04 CEC	- Teaching Self-Management [No class on campus...lecture will be posted on BB Learn.]	Maag Ch. 12*	Quiz 9
4/11	- Generalization	Maag Ch. 14*	Quiz 10
4/18	BIP Q&A		BIP (Submit via BB and TK20)
4/25	1. Class Presentations of BIPs		
5/02	1. Class Presentations of BIPs		
5/09	Finals Week - No Final Exam		

NOTE: I reserve the right to make changes in this schedule given unusual circumstances and my discretion. I expect students to adapt to changes with equanimity.

*Additional Readings will be posted on BB Learn each week.