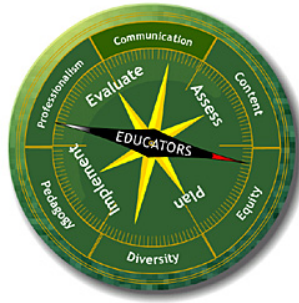


Educators as Guides for Engaged Learners



Course Syllabus – Fall 2017

EDSP 4340.001: Classroom & Behavior Management Strategies for Exceptional Learners

(3 hours)

Tuesdays & Thursdays, 3:30 to 4:50 PM, Hickory Rm. 252

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OFFICE HOURS: TUE & THUR – 12:00 to 3:00 PM (and by appointment)

Disability Accommodation: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Teaching Evaluation: The Student Perceptions of Teaching (SPOT) 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 SPOT to be an important part of your participation in this class. To learn more about SPOT, please visit <https://spot.unt.edu>.

Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. And, as a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: **Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused.** To learn more about campus resources and information on how you can achieve success, go <http://success.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. The following competencies are taken from *What Every Special Educator Must Know: Professional Ethics and Standards* (7th ed.) of the Council for Exceptional Children (CEC), and the TExES competencies for EC-12 Special Education and Pedagogy and Professional Responsibilities. *The Handbook for Special Education Preparation* lists TExES competencies gained through this and other courses in the generic sequence.

Initial Preparation Standard 4: Instructional Planning and Strategies

K= Knowledge

S=Skills

Initial Common Specialty Items (ICSI)

ICSI.5.K2 – Evidence-based practices validated for specific characteristics of learners and settings.

ICSI.2.K1 – Demands of learning environments.

ICSI.2.K2 – Basic classroom management theories and strategies for individuals with exceptionalities.

ICSI.2.K3 – Effective management of teaching and learning.

ICSI.2.K4 – Teacher attitudes and behaviors that influence behavior of individuals with exceptionalities.

ICSI.2.K5 – Social skills needed for educational and other environments

ICSI.2.K6 – Strategies for crisis prevention.

ICSI.2.S1 – Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.

ICSI.2.S5 – Modify the learning environment to manage behaviors.

ICSI.2.S6 – Use performance data and information from all stakeholders to make or suggest modifications in learning environments.

ICSI.2.S10 – Use effective and varied behavior management strategies.

ICSI.2.S11 – Use the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.

Emotional and Behavioral Disorders (EBD)

EBD.4.S1 – Conduct functional behavior assessments.

EBD.5.S1 – Use non-aversive techniques to support targeted behavior and maintain attention of individuals with emotional and behavioral disorders

EBD.5.S3 – Use prevention and intervention strategies for individuals at risk for emotional and behavioral disorders

EBD.5.S4 – Use strategies to teach alternative behaviors.

EBD.5.S5 – Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.

EBD.5.S6 – Integrate academic and affective instruction with behavior management for individuals and groups with emotional and behavioral disorders.

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. **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>

***NOTICE** – All students who are currently in a pre-service teacher education program or who are planning to apply to the teacher ed program (e.g. are early in the interdisciplinary track in COE) are required to submit certain assignments to Tk20 in selected UG courses. If you think you will be going into teacher ed but are not sure, it is best that they submit to Tk20. It is crucial that we have a complete database for our Tk20 site. **Failure to submit your assignment to TK20 will result in a zero for the assignment and for TK20 credit.**

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

3.4. **Recommended:**

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). New York: Author.
- Waller, R. J. (2008). *A teacher's concise guide to functional behavioral assessment*. Thousand Oaks, CA: Corwin.
- Zirpoli, T. J. (2016). *Behavior management: Positive applications for teachers* (7th ed.). Boston, MA: Pearson.

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. **Exams:** In order to help ensure a complete understanding of the course material, students will be required to take **3** exams in class worth 30 points each. Exams will consist of content from the textbook, class lectures, and other class activities. **[90 points]**
- 4.3. **Lead Class Activity:** Students will work in groups 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. Groups need to seek instructor approval before implementing the activity. On the day of the activity, the group will need to 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. **[10 points]**
- 4.4. **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. Twelve (15) activities will count towards your overall grade. However, you will need to be present in class to earn the in-class activity points (2 pts.). **[30 points]**
- 4.5. **Behavior Intervention Plan (BIP) & Summary Paper:** Students will create a behavior intervention plan for a person (preferably, a school-aged child with a disability). This project will involve conducting an FBA, developing hypotheses on behavioral functions

and maintaining variables, and designing an intervention plan. Visit BB for a detailed description of the assignment and a rubric for evaluation. **[100 points]**

- 4.6. **BIP Presentation:** Students will prepare and deliver a brief professional presentation summarizing the results of the functional assessment and the behavior intervention plan. **[15 points]**
- 4.7. **Performance Evaluation Tracking:** Your final grade will be computed on the basis of the cumulative points earned at the end of the semester:

Grade Criteria:

A = 250 – 225
B = 224 – 200
C = 199 – 175
D = 174 – 150
F = 149 – below

Assessments	Maximum	Earned
Syllabus Quiz	5	
Exams (3 x 30 points)	90	
Lead Class Activity	10	
In-Class Activities (15 x 2 points)	30	
BIP Project & Summary Paper	100	
In-Class BIP Presentation	15	
TOTAL (check for any changes at end of semester)	250	

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. It is up to the instructor’s discretion to deduct activity points for students who arrive late and/or do not participate in class activities.

- 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 unprofessional or disruptive behavior will result in a loss of 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. Assignments submitted more than one week late will not be accepted.
- **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 Exams:** Having a headache, traffic delays, forgetting, work conflicts, personal appointments, etc. are not valid excuses for missing an exam. Students will **not be allowed to make-up missed exams except in a very few circumstances.** Exceptions will be made if you are hospitalized, have a death in the family, or similar unexpected/tragic events (verifiable documentation is required).
- 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) providing assistance to each other on 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 11:59 pm (unless noted otherwise)
AUG	29	Intro to the course and field	Syllabus	Syllabus Quiz
	31	Intro to Behavior Management	1	Activity 1
SEP	5	Basic Principles of Behavior	4	
	7	Basic Principles (cont.)	4	Activity 2
	12	Counting and Recording Behavior	5	
	14	Counting and Recording (cont.)	5	Activity 3
	19	Graphing Behavior	6	
	21	Graphing (cont.)	6	Activity 4
	26	Exam 1	1, 4-6	
	28	Functional Assessment of Behavior Problems	7	
OCT	3	Functional Assessment (cont.)	7	Activity 5
	5	<i>CACDC – Child Abuse & Neglect training</i>		Activity 6
	10	Preventative Approaches	8	
	12	Preventative Approaches (cont.)	8	Activity 7
	17	Reinforcement Techniques for Increasing Behavior	9	
	19	Reinforcement Techniques (cont.)	9	Activity 8
	24	Differential Reinforcement for Decreasing Behavior	10	
	26	Differential Reinforcement (cont.)	10	Activity 9
	31	Exam 2	7-10	
NOV	2	<i>BIP Q & A</i>		
	7	Punishment	11	
	9	Punishment (cont.)	11	Activity 10
	14	Teaching Self-Management	12	
	16	Teaching Self-Management (cont.)	12	Activity 11
	21	Generalization	14	Activity 12
	23	Thanksgiving Day		
	28	Exam 3	11-12, 14	
	30	Class Presentations of BIPs		Submit to BB Activity 13
DEC	5	Class Presentations of BIPs		Activity 14
	7	Class Presentations of BIPs		Submit to Tk20 Activity 15
	12	Finals (none)		

NOTE: I reserve the right to make schedule changes given unusual circumstances and/or at my discretion.

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