Instructor:
Lois Hogan, Ed.D.
lois.hogan@tamuc.edu
Office: H - 204; 903-468-6062
Office hours: MWF, 12:00 - 2:00 p.m., Tuesdays, 3:30-4:30 p.m. and by appointment.

COURSE DESCRIPTION: The purpose of this course is to assist students in the development of skills in managing behaviors of students with disabilities at school, at home with parents and family, in the community, and in employment. Professional training in working with parents in the ARD process, professional organizations, and referral agencies is included.


COURSE COMPETENCIES - Students will demonstrate understanding and will apply knowledge of:

- instructional classroom management and the application of Positive Behavior Support
- special education terminology and definitions as it relates to behavior management
- procedures of assessment for planning classroom management
- the necessity of assessing and teaching social skills
- the role of punishment in instructional classroom management
- how persistent behavior problems develop and the implementation of appropriate intervention strategies
- a continuum of behavior support
- effective communication and collaboration in a variety of professional settings.

COURSE REQUIREMENTS:
1. Attendance and Assignments. Professional behavior includes being punctual and attending all class sessions. Activities and discussions in class will be utilized to promote understanding of course content. Students are expected to attend ALL classes. Excessive absences will result in course failure or in being dropped from class. Assignments are due on the date indicated. Late assignments will not be given full credit.

2. Internet Resource. Students will develop a resource of a minimum of five internet web sites that provide information about assessment of students with learning and behavior problems (due 9/25) and a minimum of five internet web sites that provide strategies for working with students with learning and behavior problems (due 10/30). A short written discussion should contain information regarding contents of the web site and a critique of how effective and useful the site appears. (100 pts.)

3. Quick Quizzes. Five quick quizzes will be given throughout the semester to provide students the opportunity to demonstrate understanding of text and/or lecture information. Quick quizzes are unscheduled and cannot be made up. (5 quizzes @ 10 pts. each = 50 pts.)
4. In-class Activities. Students will participate in small group activities during class throughout the semester. In-class activities cannot be made up. (5 activities @ 10 pts. each = 50 pts.)

5. Research Articles. Students will research two articles.

1. An article that describes ways reinforcement is effectively used with students with learning and behavior problems. (due 11/13)
2. An article on chronic/persistent misbehavior. (due 11/27)

The journal article must be current (2009 or more recent), must be from an educational journal, and should follow the attached format. Abstracts are limited to one page and must be typed. A copy of the article should be turned in with the abstract. (25 pts. each = 50 pts.)

6. Behavior Intervention Plan. Students will design a behavior intervention plan for a student with chronic/persistent misbehavior. (due 12/4, 50 pts.)

7. Exams. Two exams will be given during the semester. Pencils and scantrons will be needed. Each exam will be worth 100 pts. (200 pts. total)

GRADING: Grades for the course will be determined using the following scale:

- **A** = 450 - 500 pts.
- **B** = 400 - 449 pts.
- **C** = 350 - 399 pts.
- **D** = 300 - 349 pts.
- **F** = below 300 pts.

UNDERGRADUATE GRADUATION CHECKLIST

http://www.tamuscommerce.edu/registrar/pdfs/UndergradChecklist.pdf

1. Total Hours for degree met? (Must be at least 120 hrs)
2. Required Institutional-25% of course work taken at TAMU-Commerce?
3. Last Number Institutional Required-24 out of last 30 hrs?
4. Overall GPA at least 2.00 (2.50 for Certification Students)?
5. University Studies Met?
6. Major (plus support if applicable) Course Requirements Met?
7. Major GPA is at least 2.00 (2.50 for Certification Students)?
8. Major Required courses have C’s or better?
9. At least 6 hours are advanced in Major?
10. All Certification Requirements Met? (Internship/Residency/Etc.)
11. 2nd Major (plus support if applicable) Course Requirements Met?
12. 2nd Major GPA is at least 2.00 (2.50 for Certification Students)?
13. Minor (plus support if applicable) Requirements Met?
14. Minor GPA is at least 2.00 (2.50 for Certification Students)?
15. Junior Level Essay Met?
16. Senior Level Check Met (minimum 60 hrs)?
17. Advanced Hour Check Met?
18. 24 Advanced Hours taken at TAMU-Commerce?
19. A&M Commerce GPA 2.00 Met (2.50 for Certification Students)?
**CONDUCT:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Student's Guide Handbook, Policies and Procedures, Conduct).

**USE OF ELECTRONIC DEVICES:** Common courtesy and professional behavior prohibit the use of electronic devices, including cell phones, during class. It is expected that all cell phones and other electronic devices will be turned off during class time. If there is a personal emergency that necessitates keeping your cell phone on “vibrate” during class, notify the instructor prior to class that you may receive a call during the class period.

**ACCOMMODATIONS:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**
Texas A&M University–Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu

**Proposed Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>8/28</td>
<td>Introduction; Ch. 1 - Introduction to a Prevention-Focused Model of Behavior Support</td>
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<tr>
<td>9/4</td>
<td>Ch. 2 - Understanding Behavior</td>
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<td>9/11</td>
<td>Ch. 3 - Overview of a Functional Approach to Intervention</td>
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<tr>
<td>9/18</td>
<td>Ch. 4 - Measuring Behavior in the School &amp; Ch. 5 - Using Data to Make Instructional Decisions (<a href="#">internet sites for assessment strategies due</a>)</td>
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<td>9/25</td>
<td>Ch. 6 - A Function-Based Perspective of Classroom Management</td>
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<td>10/2</td>
<td>Ch. 7 - Effective Instruction for Behavior</td>
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<td>10/9</td>
<td>Test 1 (chapters 1-7)</td>
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<td>10/16</td>
<td>Ch. 8 - Antecedent Interventions in the classroom (<a href="#">internet sites for instructional strategies due</a>)</td>
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<td>10/23</td>
<td>Ch. 9 - Using Consequences to Encourage Student Behavior in the Classroom</td>
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<td>10/30</td>
<td>Ch. 10 - Designing Individualized Instructional Strategies</td>
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<td>11/6</td>
<td>Ch. 11 - Creating Environments That Predict Individual Success</td>
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<tr>
<td>11/13</td>
<td>Ch. 12 - Strategies for Responding to Individual Success: Reinforcement (<a href="#">reinforcement article due</a>)</td>
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<td>11/20</td>
<td>Thanksgiving week - no class</td>
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<tr>
<td>11/27</td>
<td>Ch. 13 - Strategies for Responding to Individual Misbehavior: Punishment Issues (<a href="#">chronic/persistent misbehavior article due</a>)</td>
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<td>12/4</td>
<td>Ch. 14 - Behavior Support Plans (<a href="#">BIP due</a>)</td>
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<tr>
<td>12/11</td>
<td>Final (Chapters 8-14)</td>
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Name___________________________

Journal Article

Author, Title, Journal, Date:

What concepts did you learn from the article?

How might you use the information as a teacher?

Your reaction to the article: