

Special Education 463
Effective Classroom Management and
Positive Behavioral Interventions and Supports
Fall, 2015

Instructor: Dr. Lois Hogan

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Office: Henderson 204; 903-468-6062

Office hours: Thursdays: 1:00-4:00 p.m., after class and by appointment.

COURSE DESCRIPTION: This course is designed to explore best practices of effective classroom management and individual behavior intervention strategies. Emphasis will be given to creating proactive learning environments through positive behavioral interventions and support. Discussions of Functional Behavioral Assessments and Behavior Intervention Plans will be included. (Hours: 3)

TEXT: Scheuermann, Brenda K. and Judy A. Hall (2016). *Positive Behavioral Supports for the Classroom Third Edition*. New Jersey: Pearson. ISBN: 0-13-380325-2

STUDENT LEARNING OUTCOMES/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
- Functional Behavior Assessment and Behavior Intervention Plans

COURSE REQUIREMENTS:

1. **Attendance and Assignments.** Professional behavior includes being punctual and attending all class sessions and refraining from using phones, tablets, or computers for personal reasons in class. 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 receive full credit.

2. **In-class Activities.** Students will participate in small group activities during class throughout the semester. In-class activities cannot be made up. (7 activities @ 10 pts. each = 70 pts.)
3. **Internet Resource.** Students will develop a resource of a minimum of five internet web sites that provide information about **assessment strategies** for working with students with learning and behavior problems (**due 9/24**) and a minimum of five internet web sites that provide information about **evidenced-based instructional strategies** for students with learning and behavior problems (**due 10/29**). A short written discussion should contain information regarding contents of the web site and a critique of how effective and useful the site appears. (50 pts. each = 100 pts. total)
4. **Social Skills Lesson Plan.** Students will develop a social skills lesson plan and will share it in class. (**due 11/12**, 30 pts.)
5. **Journal Articles.** Students will read and critique two articles.
 1. An article that describes ways reinforcement is effectively used with students with learning and behavior problems. (**due 11/19**)
 2. An article on chronic/persistent misbehavior. (**due 12/3**)

The journal article must be current (2012 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 (or the front page if it is lengthy) should be turned in with the abstract. (25 pts. each = 50 pts.)

Journals to consider:

Exceptional Children
Remedial and Special Education
Teaching Exceptional Children
Journal of Special Education
Journal of Early Intervention

6. **Behavior Intervention Plan.** Students will work in small groups in class to design a behavior intervention plan for a student with chronic/persistent misbehavior. All students must be present to participate in the group activity. (**12/10**, 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. |

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 students are observed using their phones, tablets, or computers for personal reasons, points may be deducted from their in-class activity points. 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.

STUDENTS WITH DISABILITIES: 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@tamuc.edu

Proposed Calendar:

- 9/3 Introduction; Ch. 1 - Introduction to Behavior Management and Positive Behavioral Supports
- 9/10 Ch. 2 - Theoretical Models to Explain Challenging Behavior
- 9/17 Ch. 3- Determining the Reasons for Challenging Behavior Through Functional Assessment
- 9/24 Ch. 4 - Prevention of Challenging Behavior Through Behavioral Monitoring (**internet sites for assessment strategies due**)
- 10/1 Ch. 5 - Prevention of Challenging Behavior Through Schoolwide Positive Behavioral Interventions and Supports
- 10/8 Ch. 6- Prevention of Challenging Behavior Through Rules and Procedures
- 10/15 Test 1 (chapters 1-6)
- 10/22 Ch. 7- Prevention of Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization
- 10/29 Ch. 8- Prevention of Challenging Behavior Through High-Quality Instruction (**internet sites for instructional strategies due**)
- 11/5 Ch. 9- Providing Support Through Social Skills Instruction
- 11/12 Social Skills Lessons; video
- 11/19 Ch. 10- Prevention of Challenging Behavior Through Reinforcement : Introduction to Reinforcement (**reinforcement article due**)
- 11/26 Thanksgiving week
- 12/3 Ch. 11 Prevention of Challenging Behavior Through Specific Reinforcement Applications (**chronic/persistent misbehavior article due**)

12/10 Ch. 12 Managing Challenging Behaviors by Using Behavior Reductive Interventions
(BIP Activity in class "attendance is critical")

12/17 Test 2 (Chapters 7-12)

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: