

**Southeastern Oklahoma State University**  
**Teacher Education Program Syllabus**

**Professionals for the 21<sup>st</sup> Century: Competent, Committed, and Ethical**

**INSTRUCTOR CONTACT INFORMATION:**

**Dr. Kathy Hogan**

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**Office Hours:** Monday 11:00 am – 3:00 pm (BigBlueButton);

Tuesday & Wednesday 11:00 am – 1:00 pm;

Thursday 2:00 pm – 4:00 pm (BigBlueButton)

**COURSE TITLE:** SPED 3613: Behavior Management

**CLASS TIME:** Tuesday 1:00pm – 3:45pm

**PREREQUISITES:** None

**CATALOG DESCRIPTION:** Managing individual and group behavior in classroom, school, home, and community environments in a range of special education contexts, use of technology as an organizational tool, includes Applied Behavior Analysis.

**REQUIRED MATERIALS:**

**Textbook:** Scheuermann, B. K., & Hall, J. A. (2016). *Positive Behavioral Supports for the Classroom* (3<sup>th</sup> ed.). Boston: Pearson.

**Portfolio Assessment Software:** Chalk and Wire (Teacher candidates will be required to submit the portfolio artifact in the electronic portfolio on Chalk and Wire. Chalk and Wire submission for the portfolio artifact is required before the course is completed and a grade is assigned.)

**OPTIONAL MATERIALS:**

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association. (Students are required to write according to APA 6<sup>th</sup> edition)

**TECHNICAL REQUIREMENTS:** Available through the Southeastern Online Learning website or <http://www.se.edu/online-learning/technology/hardware-software-requirements/>

**LIBRARY AND INFORMATION RESOURCES:** Available through the Southeastern Online Learning website or <http://www.se.edu/lib/>

**OTHER RESOURCES AND LOCATION:** None

**PORTFOLIO COMPONENTS:**

There are two portfolio components for this course. The first is a Functional Behavior Assessment (FBA) and the second is a Behavior Intervention Plan (BIP). The portfolio artifact must be submitted on the electronic portfolio through Chalk and Wire.

**Education Majors: No grade will be issued in the class unless the portfolio has been submitted through Chalk and Wire.**

**COURSE OBJECTIVES:**

The teacher candidate will learn different elements drawn from the CEC Standards which include the following:

<b>Standard 2: Learning Environments</b>	
ICSI K1	Demands of learning environments
ICSI K2	Basic classroom management theories and strategies for individuals w/exceptionalities
ICSI K3	Effective management of teaching and learning
ICSI K4	Teacher attitudes and behaviors that influence Behavior of individuals w/exceptionalities
ICSI K5	Social skills needed for educational and other environments
ICSI K6	Strategies for crisis prevention and intervention
ICSI K7	Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world
ICSI K1	Demands of learning environments
ICSI K2	Basic classroom management theories and strategies for individuals w/exceptionalities
ICSI K3	Effective management of teaching and learning
IGC K2	Adaptation of the physical environment to provide optimal learning opportunities for individuals w/exceptionalities
IGC S4	Teach individuals w/exceptionalities to give and receive meaningful feedback from peers and adults
IGC S5	Use skills in problem solving and conflict resolution
IGC S6	Establish a consistent classroom routine for individuals w/exceptionalities
<b>Standard 4: Assessment</b>	
ICSI S1	Gather relevant background information
ICSI S5	Interpret information from formal and informal assessments
ICSI S7	Report assessment results to all stakeholders using effective communication skills
IGC S5	Monitor and intragroup behavior changes across subjects and activities
IGC S5	Monitor and intragroup behavior changes across subjects and activities
IGC S22	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
IGC K2	Models and theories of deviance and behavior problems
IGC K9	Theory of reinforcement techniques in serving individuals w/exceptionalities
IGC K1	Parent education programs and behavior management guides that address severe behavior problems and facilitated communication for individuals w/exceptionalities
IGC S3	Teach families to use appropriate behavior management and counseling techniques
<b>Standard 5: Instructional Planning and Strategies</b>	
ICSI S3	Use functional assessment to develop intervention plans
ICSI S10	Use instructional time effectively
ICSI S16	Use strategies to facilitate maintenance and generalization of skills across learning environments
ICSI S17	Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
IGC S9	Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals w/exceptionalities
IGC S22	Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior
<b>Standard 6: Professional Learning and Ethical Practice</b>	
ICSI S8	Use verbal, nonverbal, and written language effectively
ICSI S10	Access information on exceptionalities
ICSI S11	Reflect on one's practice to improve instruction and guide professional growth
ICSI S13	Demonstrate commitment to engage in evidence-based practices
IGC K2	Models and theories of deviance and behavior problems
IGC K9	Theory of reinforcement techniques in serving individuals w/exceptionalities
<b>Standard 7: Collaboration</b>	
ICSI S1	Maintain confidential communication about individuals w/exceptionalities
ICSI S2	Collaborate w/families and others in assessment of individuals w/exceptionalities
ICSI S1	Maintain confidential communication about individuals w/exceptionalities
IGC K1	Parent education programs and behavior management guides that address severe behavior problems and facilitated communication for individuals w/exceptionalities
IGC S3	Teach families to use appropriate behavior management and counseling techniques

## DEMONSTRATION OF STANDARDS AND COMPETENCIES:

The teacher candidate will demonstrate the following State of Oklahoma Standards (InTASC Standards):

**Standard #2: Learning Differences** - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments** - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #5: Application of Content** - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #9: Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### **Instruction:**

This course requires reading from a broad range of resources, demonstrating knowledge through objective tests, and applying concepts in authentic settings. Additionally, class discussion, group work, and individual projects will comprise the participation component of your grade.

### **Assessment:**

The teacher candidates will be required to complete a Functional Behavior Assessment and a Behavior Intervention Plan for this course. In addition, there will be a final exam.

## CONCEPTUAL FRAMEWORK:

The conceptual framework for the teacher education program at Southeastern Oklahoma State University is based on the theme **Professionals for the 21<sup>st</sup> Century: Competent, Committed, and Ethical**. Southeastern is dedicated to producing competent, committed and ethical educators who successfully work with diverse students. A professional for the 21<sup>st</sup> Century is prepared to effectively utilize technology in teaching, counseling, administering and leading in P-12 schools.

The conceptual framework establishes the role of the candidates as they develop partnerships with professionals, parents and the community in order to facilitate the education of all students in a caring, non-discriminatory and equitable manner.

Special education is generally agreed upon as being the most litigated field in education being the topic in numerous state, federal, and Supreme Court decisions; and supporting an administrative hearing system within the Oklahoma Department of Education. Special education draws not just from scientifically-based best practices in education, but crosses over into the subjects of sociology, medicine, genetics, and psychology.

The specific competencies in the conceptual framework which will be emphasized in this class include the following: promoting positive learning environments for all students; embracing cultural diversity and accommodate the needs of diverse learners; supporting learning for diverse learners in a caring, non-discriminatory and equitable manner; and respecting and valuing all students and others for their diverse talents, abilities, and contributions.

**RESEARCH OR PROJECT COMPONENT:**

It is vital for the teacher candidates to understand the unique needs of students with disabilities. It is also vital that teacher candidates are well prepared to handle the classroom environment in a positive, proactive manner. Students will be required to complete a Philosophy of Discipline paper focused on their research of discipline/behavior methods studied in class.

Additionally, the teacher candidate will conduct outside research as well as use the information provided in class to create a Classroom Management Website. This activity will culminate into a professional presentation to be uploaded into BlackBoard.

In addition to focusing on the classroom as a whole, teacher candidates need to be prepared to intervene with student behavior on an individual basis. The activity prepared to assist them in this endeavor will be the completion of a Functional Behavior Assessment and a Behavior Intervention Plan. This activity will culminate into a professional presentation to be uploaded into Chalk and Wire.

**FIELD COMPONENT:**

There is no required field component within this class.

**DIVERSITY COMPONENTS:****Cultural and Linguistic Diversity Component**

The teacher candidates will examine concepts related to culture, gender, socioeconomic, and disability issues and the implications for both the individual and those empowered within the school environment to notice and act upon deviations from the norm. As drawn from the Council for Exceptional Children (CEC) Standards, the student practitioner will develop in the following knowledge and skills areas:

**ICSIS6** – Demonstrate sensitivity for culture, language, religion, gender, disability, socioeconomic status, and sexual orientation of individuals.

**TECHNOLOGY COMPONENT:**

The teacher candidate will utilize technology in this course by accessing current research regarding classroom/behavior management on various websites and through campus online library as selected by the professor.

Students will also be responsible for creating a Classroom Management Website.

**PERFORMANCE ACTIVITIES:**

More information on these activities can be found in the Appendices. The following activities will be utilized:

1. Reading and discussing the required textbook, *Positive Behavioral Supports for the Classroom* by Brenda Scheuermann & Judy Hall.
2. Attendance and participation in class lectures, demonstrations, and simulations.
3. Creation of a website including
4. Reflection and development of a Personal Philosophy of Discipline.
5. Data collection and completion of a Functional Behavior Assessment and a Behavior Intervention Plan.

**SUPPLEMENTARY READINGS:**

Supplementary readings may be assigned based on the needs of the individual class. Information on any supplementary readings will be on BlackBoard.

**COURSE SCHEDULE:**

This course will meet on Wednesdays. All assignments are due by class time (1:00pm) on their due date (unless otherwise noted).

The course schedule can be found in Appendix A of the syllabus. (Please note instructor may make changes depending on class needs).

**SEMESTER CALENDAR:**

Date	Events
August 15, 2016	Class Begins
August 19, 2016	Last day to enroll in or add a class Last day to drop a class with no grade record Last day to drop a class with a refund
August 26, 2016	Attendance Certification Due
September 5, 2016	Labor Day Holiday
September 10, 2016	EAR/Progress reports due
October 5, 2016	Assessment Testing Day
October 10, 2016	EAR/Progress reports due
October 20-21, 2016	Fall Break
November 10, 2016	EAR/Progress reports due
November 11, 2016	Final Day to drop a class
November 23-25, 2016	Thanksgiving Holiday
December 9, 2016	Semester Ends
December 10, 2016	Commencement
December 13, 2016	Grades due to Registrar

**COURSE POLICIES:**

**Attendance:** Students are expected to attend class, arrive on time, and participate in class activities and assignments. If you are going to miss class, you should provide notice to your instructor. Points will be given for attendance/participation.

Candidates should refrain from being late to class and talking/texting on cell phones unless the case of an emergency.

The Registrar's office defines attendance in online classes as:

Stopped Attending – Students who were participating online but have stopped submitting any assignments, without contacting or making arrangements with the professor.

Never Attended – Students who never accessed Blackboard to view the course or never completed any assignments that were due in the course.

Excessive Absences – Students who have submitted some work but are infrequent in their participation or late on assignments which will lead to a failing grade.

**Late Assignments:** Assignments are expected to be submitted on time. Think of your coursework as a job. Waiting until the last minute to complete assignments and quizzes will create problems, which could have been avoided. I know life happens, but you have the syllabus, list of assignments and due dates. Do not wait until the last minute to complete and turn in your assignments because without fail, the electricity will go out, or BlackBoard will go down, or a kid will get sick, etc.

**If you MUST turn in an assignment late, you must get approval (prior to turning in the late assignment) from your instructor by setting up a time to meet with her in person. Please note you will only receive half credit for the assignment. If you do not schedule a time to meet with me, you will not receive any credit for the assignment.**

**Makeup Exams:**

Chapter exams MUST be completed before the beginning of class. No make-ups for these will be allowed. These quizzes will not be available after 1:00 pm on the day of class.

The final exam is at the end of the semester and will not be allowed to be made up. It is your responsibility to plan accordingly to take the exam during the specified exam time. Exact date and time will be announced closer to the end of the semester.

**Expectations of Instructor and Students** (\*\* items came from Dr. S. Thomas @ TAMU – Commerce through SyllabusShare on Early Career SIG website):

Your instructor will do their best to return your email within 24 hours. Please understand that email is a great way to communicate, but please adhere to proper writing style (i.e. capitalization, punctuation, text-talk (lol), proper grammar, etc.) when communicating with your professor via email.

All students are expected to complete their own work unless an activity is a group project. If students are unable to meet the instructional needs and goals of the class, the professor should be notified as soon as possible.

Students are expected to use proper grammar, punctuation, and spelling when writing ALL assignments. Also, adhere to 6<sup>th</sup> ed. APA for ALL assignments.

I will do my best to grade your assignments within 2 weeks of the due date. This will sometimes not happen, so please be patient. Take note of any comments provided on assignments and make the suggested changes so your grade can improve. If I notice you are not making an attempt at these corrections your grade will reflect this.

\*\* “Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. *Degrading terminology will not be tolerated.* In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.)”

**Remember it is important to communicate with your instructor. It is best to keep them in the loop, rather than discuss concerns last minute with them.**

**Other Course Policies:** The instructor may make changes in the syllabus, assignments or grading policy as needed in order to meet the instructional needs and goals of the class. The candidates will be notified of any changes in the class.

**COURSE REQUIREMENTS:****Timeframe for Participation:**

You are required to be on time for class and attend all class meetings. Points will be given for attendance and participation in group activities that occur during class. All assignments are due by class time (1:00pm) on the due date (unless otherwise noted).

**ASSESSMENT/GRADES:**

The Content Quizzes will be worth 10 points each. The questions will be multiple choice. These will be completed on Blackboard *before* class each week.

A Classroom Management Website will need to be completed. This assignment will be worth 100 points. More information on this can be found in **Appendix B** of the syllabus and on Blackboard.

A Behavior project which includes a Functional Behavior Assessment and Behavior Intervention Plan will be developed for this course. More information can be found in **Appendix C** of the syllabus and on Blackboard.

A Philosophy of Discipline paper is required in this course. More information can be found in **Appendix D** of the syllabus and on Blackboard.

Professionalism points will be given for those who show professionalism towards their instructor and their peers, as well as show professionalism in their writing, communication, and weekly assignments. Points also include items like attending all weekly classes, and not being late, as well as participating in group activities during class time. Many students ask me about “extra credit”. I do not offer extra credit, so this where you can earn those extra points you may need, so think ahead!

The components of the class will be considered by the following grading scale and grade weight.

Content Quizzes (13 x 10 pts)	130 points
Classroom Management Website	100 points
Behavior Project (FBA & BIP)	200 points
Philosophy of Discipline Paper	100 points
Final Exam	100 points
Professionalism Points	<u>20 points</u>
<b>Total</b>	<b>650 points</b>

650 - 585 = **A**                      484 - 520 = **B**                      519 - 455 = **C**  
 454 - 390 = **D**                      389 & Below = **F**

#### **UNIVERSITY AND SCHOOL POLICIES:**

**Privacy:** Available through the Southeastern Online Learning website or <http://www.se.edu/academics/general-information/students-rights/>

**Academic Integrity:** Available through the Southeastern Online Learning website or <http://www.se.edu/student-life/documents/student-handbook.pdf#page=6>

**Counseling Center:** Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

**Disability Accommodations:** Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745-2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

**Equity and Non-Discrimination Statement:** Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or [mdavis@se.edu](mailto:mdavis@se.edu).

## APPENDIX A

### Course Schedule

Week #	Date	Topic	Readings	Assignment
1	<i>August 16</i>	Introduction to Course Introduction to PBIS		Content Quiz (due 8/23/16 @ 1:00)
2	<i>August 23</i>	Discipline Theories	Chapter 2	Content Quiz (due @ 1:00)
3	<i>August 30</i>	Continue Discipline Theories	Outside Readings	Content Quiz (due @ 1:00)
4	<i>September 6</i>	Being a Proactive Teacher	Chapter 1 Outside Readings	Content Quiz (due @ 1:00)
5	<i>September 13</i>	Universal Tier	Chapters 3 & 4	Content Quiz (due @ 1:00)
6	<i>September 20</i>	Continue Universal & Secondary Tier	Chapters 5 & 6	Content Quiz (due @ 1:00) <b>Philosophy of Discipline Paper Due @ 11:59pm</b>
7	<i>September 27</i>	Social Skills and Character Education	Chapter 9	Content Quiz (due @ 1:00)
8	<i>October 4</i>	Emotional and Behavioral Disorders	Chapters 7 & 8	Content Quiz (due @ 1:00)
9	<i>October 11</i>	Data Collection – FBA/BIP	Outside Readings	Content Quiz (due @ 1:00)
10	<i>October 18</i>	Continue Data Collection – FBA/BIP	N/A	<b>Classroom Management Website Due @ 11:59pm</b>
11	<i>October 25</i>	Overview of Applied Behavior Analysis (ABA)	Outside Readings	Content Quiz (due @ 1:00) <b>GUEST SPEAKER</b>
12	<i>November 1</i>	Reinforcement	Chapter 10	Content Quiz (due @ 1:00)
13	<i>November 8</i>	Continue Reinforcement	Chapter 11	Content Quiz (due @ 1:00)
14	<i>November 15</i>	Reductive Interventions Discipline and the Law	Chapter 12 Outside Readings	Content Quiz (due @ 1:00)
15	<i>November 22</i>	THANKSGIVING BREAK	THANKSGIVING BREAK	THANKSGIVING BREAK
16	<i>November 29</i>	Final Exam Review	N/A	<b>Behavior Project Due @ 11:59 pm</b>
17	<i>December 6</i>			Final Exam – Available online Sunday 12/4/16 @ 8:00 am – Wednesday 12/7/16 @ 11:59 pm



## APPENDIX B

### Classroom Management Website

As a teacher, you will most likely be required to have a website where you can communicate with your parents and students. This project will help you begin to think about setting up your website. Granted, this project will focus on classroom management, but can easily be adapted to fit the needs of your future classes. This project will be time consuming and I suggest you start early and keep working on throughout the semester.

I use Weebly for my websites as I find it easy to maneuver through. You may choose to create your website using whatever program you wish. I have included some suggestions below.

1. <https://www.weebly.com/>
2. <https://www.wix.com>
3. <http://www.web.com>
4. <https://support.google.com/sites/answer/153197?hl=en>

The following components need to be part of your website. You can find more detailed instruction on my sample website and/or in BlackBoard.

1. Home Page
2. Philosophy of Discipline
3. Newsletter
4. Classroom Rules
5. Classroom Procedures
6. Negative Consequences
7. Sample Crisis Plan
8. Substitute Page
9. Classroom Management/Behavior Resources
10. Data Collection Forms
11. References

I have created an example. The example can be found at <http://sped3613.weebly.com/> The example also provides exact information on what I will be looking for. You can find the grading rubric on BlackBoard.

## APPENDIX C

### Behavior Project

You will need to identify someone to collect data on for your Functional Behavior Assessment (FBA) and to complete a Behavior Intervention Plan (BIP). This person must exhibit a behavior you want to change. This person can be a colleague, a spouse, a parent, a child, a neighbor, etc. If you are working in a school and choose to conduct your FBA/BIP on a student, you MUST get written permission from the parent.

1. Identify a person who is in need of a behavior intervention. Write-up the relevant information regarding the person that may be needed/helpful in preparing a behavior plan. This information is similar to writing a biography with background information on the person.
2. Conduct an FBA
  - i. Identify a target behavior - Operationally define the target behavior
  - b. Collect data
    - i. You must conduct at least 5 observations/days as your baseline data; no more than 10 days.
    - ii. You must complete an ABC Chart
    - iii. You must complete at least 1 indirect assessment and at least 2 direct assessments (as discussed in class)
  - c. Using the data/graphs from the above assessments you are to
    - i. Formulate a hypothesis regarding the function of the behavior
3. Complete a BIP
  - a. Identify RESEARCH-BASED intervention strategies to use to reduce the problem behavior
  - b. Check effectiveness of the BIP
    - i. During intervention, collect data for another 10days.
    - ii. Compare the baseline to the intervention data; was your intervention effective?
4. Write-up your results, including all the above information, into a written report. Your report should be approximately 3-5 pages exclusive of the title page, abstract, references, and appendices.
  - a. You will need references for your research-based intervention strategies
  - b. You will need appendices for your completed data collection forms. Each form should be a separate appendices.
  - c. Visit <https://owl.english.purdue.edu/owl/resource/560/01/> for more information on APA.

## APPENDIX D

### Philosophy of Discipline

#### Part 1-Guidelines

1. Review five (5) of the major discipline philosophies in this course. This is what we discussed the first 3 weeks of class. A minimum of one half page should be devoted to each philosophy. Cite sources other than your text.
2. Based on your readings and experiences, state which philosophy is most closely aligned with your own and why.

#### Part 2 -Guidelines

1. Outline the classroom management plan you will use. How will your classroom be organized? How will you address the procedures.
2. What positive strategies will you employ to ensure student success?
3. What discipline strategies will you use, and what would be the goal for each strategy?
4. How will you accommodate for students with disabilities?

InTASC Standards: #3 and #9

InTASC Standards/ Component of Task	Unacceptable – 0-9	Acceptable – 10-12	Target – 13-15
Review 5 major discipline philosophies (Standard #9)	Lacks detail and only textbook is referenced	Detail or outside sources partially complete	Review is detailed and outside sources are referenced
Statement of alignment of personal philosophy with one or more philosophies studied (Standard #3, #9)	No explanation of alignment	Alignment statement is partially complete Connections to	Alignment is clearly explained with reasons
Statement of classroom management plan and procedures (Standard #3, #9)	Statement is poorly explained, and procedures are difficult to follow	Statement is adequate, although it may lack detail and clarity	Statement is complete, including classroom procedures
Statement of positive strategies (Standard #3)	Plan focuses on negative, rather than positive strategies	Some positive strategies are listed	Variety of positive strategies are detailed
Description of discipline strategies and goals (Standard #3)	No clear understanding of discipline strategies	Some discipline strategies are listed	Clear description of strategies and goals
Description of accommodations for students with disabilities (Standard #3)	Few or no accommodations are mentioned	Accommodations are partially described	Accommodations are detailed and specific
Grammar, spelling, usage	More than 5 errors	4-5 errors	0-1 errors
Professional presentation	Paper lacks professional appearance	Paper is adequate in layout and presentation	Paper is very professional in layout and presentation

