



Graduate Course Syllabus

SPED 540NC: Classroom and Behavior Management

Center: Online

Course Prerequisites

None

Course Description

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management, and well-designed instructional practices.

Course Outcomes

- Understand the different theoretical models of behavior intervention and identify those most effective for the classroom.
- Identify and develop positive behavioral interventions and supports for student populations that are academically, culturally and socio-economically diverse.
- Identify and develop instructional strategies to increase student responding and decrease challenging behavior.
- Describe and design classroom management systems that include physical arrangement, rules, and routines to promote learning
- Identify realistic expectations for social behavior and social skills needed for success in school and community settings as well design research-based social skills interventions.
- Design research-based social skills interventions based on realistic expectations for social behavior and social skills needed for success in school and community settings
- Identify, describe and apply the basic principles of reinforcement, extinction and shaping.
- Develop a self-management program that can be generalized to a variety of school settings.
- Understand the legal expectations and mandates of I.D.E.A. with regard to behavior management and discipline
- Use the results of functional assessment to design behavioral supports that meet the needs of special education students in one-to-one, small group, and large group settings
- Understand the advantages and limitations of the functional behavior assessment and the behavioral intervention plan

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through the [SNHU Online Bookstore](#) rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the IT Service Desk, your advisor, and the instructor can provide you with support if you have problems.

Positive Behavioral Supports for the Classroom

Brenda K. Scheuermann and Judy A. Hall

Pearson

Third Edition

2016

SKU#: 1855948

Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	3	20	60
Assignments	2	40	80
Reflection Logs	2	15	30
Presentation	1	40	40
Short Papers	2	40	80
Small Group Discussion	1	35	35
Case Study Classroom Observations	2	50	150
Classroom Observation Submission	1	100	100
Final Project			
Milestones	4	50	200
Final Project Submission	1	275	275
			Total Course Points: 1,000

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

* Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and

discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Theoretical Models of Behavior Intervention <i>Positive Behavioral Supports for the Classroom</i> , Chapters 1 and 2 1-1 Discussion: Behavior Management Philosophy 1-2 Assignment: Theoretical Models of Discipline Matrix 1-3 Reflection Log 1-4 Final Project Review
2	Legal Expectations and Mandates of IDEA <i>Positive Behavioral Supports for the Classroom</i> , Chapter 12 2-1 Presentation: Legal Considerations for Disciplining Students With Disabilities
3	Social Skills <i>Positive Behavioral Supports for the Classroom</i> , Chapter 9 3-1 Discussion: Socialization 3-2 Final Project Milestone One: Social Skills Training
4	Functional Behavioral Assessments <i>Positive Behavioral Supports for the Classroom</i> , Chapters 7 and 8 4-1 Small Group Discussion: Functional Behavioral Assessments (FBA) 4-2 Assignment: Collecting Functional Behavioral Assessment Data
5	Principles of Reinforcement <i>Positive Behavioral Supports for the Classroom</i> , Chapters 10 and 11 5-1 Short Paper: Positive Reinforcement 5-2 Final Project Milestone Two: Reinforcement/Reward System
6	Classroom Management Systems <i>Positive Behavioral Supports for the Classroom</i> , Chapters 4 and 5 6-1 Short Paper: Classroom Floor Plan 6-2 Case Study: Classroom Observation One
7	Self-Management Systems 7-1 Final Project Milestone Three: Self-Management System and Contingency Contract
8	Instructional Strategies <i>Positive Behavioral Supports for the Classroom</i> , Chapter 6 8-1 Case Study: Classroom Observation Two 8-2 Final Project Milestone Four: Instructional Guidelines for Paraprofessionals
9	Positive Behavioral Intervention and Supports <i>Positive Behavioral Supports for the Classroom</i> , Chapter 3 9-1 Discussion: Positive Behavior Supports 9-2 Final Project Submission: Intervention Plan
10	Behavior Management Strategies 10-1 Classroom Observation Submission: Behavior Management Strategies 10-2 Reflection Log

Attendance Policy

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU Student Handbook

Review the [student handbook](#).

ADA/504 Compliance Statement

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).