Graduate Course Syllabus

SPED 540C: 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 IDEA. 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 socioeconomically 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 IDEA 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 SNHU's online bookstore, MBS Direct, rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help 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
3rd Edition
2016
ISBN: 978-1-323-63855-2

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.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	3	20	60
Assignments	2	40	80
Field Experience Logs	2	15	30
Presentation	1	40	40
Short Papers	2	40	80
Small Group Discussion	1	35	35
Field Experience Observations	2	50	100
Field Experience Submission	1	100	100
Critical Task Milestones	4	50	200
Critical Task 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.

Chalk & Wire

Specific assignments in this course will be submitted to Chalk & Wire, the ePortfolio system for this program. These items will be used as artifacts for the professional ePortfolio when completing the degree program. For additional information and instructions for accessing a portfolio, starting a portfolio, and submitting an assignment to Chalk & Wire, please visit the Chalk & Wire module in the course Table of Contents menu. For questions regarding Chalk & Wire, please contact the SNHU Technology Help Desk, available on mySNHU. Your advisor can also provide additional assistance if needed.

Note: All final projects must be submitted to the Chalk & Wire system. Students who do not submit their final project to Chalk & Wire will receive a grade of 0.

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 *Positive Behavioral Supports for the Classroom,* Chapters 1 and 2

		1-1 Discussion: Behavior Management Philosophy
		1-2 Assignment: Theoretical Models of Discipline Matrix
		1-3 Field Experience Log
		1-4 Critical Task Review
	2	Legal Expectations and Mandates of IDEA
		Positive Behavioral Supports for the Classroom, Chapter 12
		2-1 Presentation: Legal Considerations for Disciplining Students With Disabilities
	3	Social Skills
		Positive Behavioral Supports for the Classroom, Chapter 9
		3-1 Discussion: Socialization
		3-2 Critical Task Milestone One: Social Skills Training
	4	Functional Behavioral Assessments
		Positive Behavioral Supports for the Classroom, 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
		Positive Behavioral Supports for the Classroom, Chapters 10 and 11
		5-1 Short Paper: Positive Reinforcement
		5-2 Critical Task Milestone Two: Reinforcement/Reward System
	6	Classroom Management Systems
		Positive Behavioral Supports for the Classroom, Chapters 4 and 5
		6-1 Short Paper: Classroom Floor Plan
		6-2 Field Experience: Observation One
	7	Self-Management Systems
		7-1 Critical Task Milestone Three: Self-Management System and Contingency Contract
	8	Instructional Strategies
		Positive Behavioral Supports for the Classroom, Chapter 6
		8-1 Field Experience: Observation Two
		8-2 Critical Task Milestone Four: Instructional Guidelines for Paraprofessionals
	9	Positive Behavioral Intervention and Supports
		Positive Behavioral Supports for the Classroom, Chapter 3
		9-1 Discussion: Positive Behavior Supports
		9-2 Critical Task Submission: Intervention Plan
	10	Behavior Management Strategies
		10-1 Field Experience Submission: Behavior Management Strategies
		10-2 Field Experience Log

Critical Task: Intervention Plan

The critical task for this course is the creation of an **intervention plan.** Using the provided case study of a student who exhibits challenging behaviors and learning difficulties, you will develop an intervention plan that includes all of the following: social skills training, response to inappropriate behaviors, a reinforcement and/or reward system, a contingency contract, a self-management system, directions to paraprofessionals, transition plans across school settings, and appropriate instructional practices. You will provide a rationale for each of the proposed

interventions. All aspects of the intervention plan must reflect the legal expectations and mandates set forth by the Individuals with Disabilities Education Act (IDEA).

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 posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn 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 College of Online and Continuing Education Student Handbook

Review the student handbook.

ADA/504 Compliance Statement

Southern New Hampshire University is dedicated to providing equal access to individuals with disabilities, including intellectual disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act of 2008. The university prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities.

As soon as you become aware of a disability, we encourage you to contact the Online Accessibility Center (OAC) to discuss accommodations for which you may be qualified. Reasonable accommodations are established through an interactive process between the student and the OAC. Note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed.

Contact Information:
Online Accessibility Center
Phone: 866-305-9430
Email: oac@snhu.edu

For questions concerning support services, documentation guidelines, or general disability issues, visit the Online Accessibility Center website.

If you feel you have been denied appropriate disability-related accommodations, including appropriate auxiliary aids and services, you may file a grievance as described in the ADA/504 Grievance Policy found on the Disability Services webpage.

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 College of Online and Continuing Education Withdrawal Policy

Review the full withdrawal policy.

Southern New Hampshire University Policies

More information about SNHU policies can be found on the policy page.

Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please email assessmentcalibration@snhu.edu.