# Course Description

This course is designed to provide students with a technical and functional understanding of all facets of behavior, including: behavioral analysis and behavior management in classrooms and other educational settings. Students will explore the basic concepts of behavior, strategies for behavior management, and legal considerations for schools. They will also determine how to conduct functional behavioral assessments and develop individual and schoolwide positive behavior support plans and progress monitoring plans. *Field experience is required.*

# University Learning Outcomes (ULO)

* **ULO1**:Communication Skills
* **ULO2**: Professional Competency
* **ULO3**: Moral and Ethical Judgment
* **ULO4**: Problem Solving
* **ULO5**: Critical Thinking
* **ULO6**: Leadership in Society
* **ULO7**: Critical and Competent Use of Technology

# Program Learning Outcomes (PLO)

* **PLO1:** Apply theoretical and practical knowledge in support of your professional practice. (ULO 2, 4)
* **PLO2:** Utilize educational research and develop your own research interests and agenda. (ULO 2, 3)
* **PLO3:** Examine and critique the economic, political, cultural, historical, and social influences that impact education in the United States. (ULO 1, 3, 5)
* **PLO4:** Apply policies, statutes, and rules established by state and local agencies relating to judicious application of disciplinary methods and behavioral procedures. (ULO 3, 4)
* **PLO5:** Identify and use instructional methods and curricula that are appropriate and effective in meeting the needs of individual learners. (ULO 1, 2, 4, 5)

# Course Learning Outcomes (CLO)

* **CLO1:** Determine how to apply strategies to increase or decrease behaviors in students with disabilities.
* **CLO2:** Identify laws and legal considerations for teachers and schools related to suspending and expelling students with disabilities.
* **CLO3:** Explain how culture and diversity affect the behavior of students with disabilities.
* **CLO4:** Determine how to complete a functional behavior assessment using appropriate behavior observation and data collection procedures.
* **CLO5:** Synthesize knowledge of behavior and behavior management concepts to develop a positive behavior support plan.

# Student Expectations

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Academic Integrity

Academic integrity is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person’s work has been reasonably and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor.

# Required Course Materials

Zirpoli, T. J. (2015). *Behavior management: Positive applications for teachers.* (7th ed.). Upper Saddle River, NJ: Pearson.

# Student Accessibility Services

Gwynedd Mercy University is committed to providing reasonable accommodations for all persons with disabilities. If you have a disability-related need for modifications or reasonable accommodations in this course, please contact the office of Student Accessibility Services located in Counseling Services, The Griffin Complex; call [215-646-7300](tel:215-646-7300)ext. 427, or visit the Student Accessibility Services web page [www.gmercyu.edu/student-life/campus-resources/student-accessibility-services](http://www.gmercyu.edu/student-life/campus-resources/student-accessibility-services). If the documentation supports your request for reasonable accommodations, the Student Accessibility services office will provide you with an accommodation letter. Please share this letter with me as early in the course as possible so that we may discuss the accommodations.

If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Behavior and Behavior Management Myths | 20 |  |
| Discussion: Barriers to Changing Behavior | 20 |  |
| Theoretical Foundations | 25 |  |
| Reflection Journal | 25 |  |
| **Week 2** |  |  |
| Discussion: Classroom Discipline | 20 |  |
| Discussion: Diversity and Special Education | 20 |  |
| Special Education Law | 40 |  |
| Reflection Journal | 25 |  |
| **Week 3** |  |  |
| Discussion: The Hawthorne Effect | 20 |  |
| Discussion: Teacher Interview | 20 |  |
| FBA Interview | 50 |  |
| Group Discussion on Behaviors | 50 |  |
| **Week 4** |  |  |
| Discussion: FBA Training | 20 |  |
| Functional Behavior Assessment (FBA) | 50 |  |
| Group Discussion on FBA | 50 |  |
| **Week 5** |  |  |
| Discussion: Benefits of Positive Reinforcement | 20 |  |
| Discussion: Avoiding Satiation | 20 |  |
| Positive-Reinforcement Strategies | 50 |  |
| Reflection Journal | 25 |  |
| **Week 6** |  |  |
| Discussion: Cognitive Behavior Modification | 20 |  |
| Behavior Strategy Application | 50 |  |
| Self-Monitoring and Self-Evaluation | 50 |  |
| Reflection Journal | 25 |  |
| **Week 7** |  |  |
| Discussion: Classroom Management and Discipline | 20 |  |
| Discussion: Building Positive Relationships | 20 |  |
| SWPBIS Implementation | 50 |  |
| Positive Behavior Support Plan | 70 |  |
| Student Teaching Experience | 100 |  |
| Reflection Journal | 25 |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

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| --- | --- | --- | --- |
| **Week One: Theoretical Foundations of Behavior Management** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize the theoretical foundations of behavior management. | | CLO1 | |
| * 1. Define the basic terminology of behavior and behavior management. | | CLO1 | |
| * 1. Explain how myths and misconceptions regarding behavior and behavior management are detrimental to students with exceptionalities. | | CLO1 | |
| * 1. Identify barriers to changing behavior. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 1 of *Behavior Management*.  **View** the introductory video on Blackboard. | | 1.1, 1.2, 1.3, 1.4 |  |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | N/A |  |
| **Icebreaker Activity**  **Welcome** to the first week of the course!  **Create** a short video or presentation using an online tool of your choice—such as [PowToon](http://www.powtoon.com), [Animoto](http://animoto.com/), [Padlet](http://www.padlet.com), [Haiku Deck](https://www.haikudeck.com/), or the webcam feature in Blackboard—to introduce yourself to your classmates.  **Consider** discussing what you currently teach, your interests and hobbies, what you love most about education, and your professional goals.  **Post** a link to your video or presentation to the Icebreaker Activity discussion forum by Thursday.  **Review** your classmates’ videos and presentations, and post responses to your classmates’ entries. | | N/A | Video: review and post response = **1 hour** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments. Below are tutorials available to you on how to use the technologies used in this course.  **Using Microsoft® PowerPoint®**   * **View** the “PowerPoint Animation” video [6:00mins.]: <https://vimeo.com/73961028>. * **View** the “PowerPoint Export to MP4” video [2:45mins.] :<https://vimeo.com/73978932>. (*Note. This type of export is not available using Mac.*) * **Visit** the Microsoft**®** Office Support website for additional tutorials.   **Using Google Drive**   * **View** the Google Drive tutorial [2:21]: <https://vimeo.com/82113892>.   **Using Padlet**   * **View** the “How to Create a Padlet Wall” tutorial [6:30]: <https://www.youtube.com/watch?v=ncFNWfb4Wno>. * **View** the “Padlet Tutorial” [2:38] for how to post to your Padlet wall: <https://vimeo.com/71431014>. | | N/A |  |
| **Assignment Preparation**  **Review** the instructions for the following assignments:   * FBA Interview, due in Week Three * Functional Behavior Assessment, due in Week Four * Positive Behavior Support Plan, due in Week Seven   In these assignments, you will complete a functional behavior assessment and a positive behavior support plan for a student.  **Begin** the process of selecting a student to observe. | | COURSE |  |
| **Student Teaching Experience Preparation**  In this course, you will complete a modified student teaching experience in which you are required to prepare and teach a lesson for special education students.  **Make** preparations with the cooperating teacher to teach a lesson within a classroom. The classroom can be an inclusion classroom or a self-contained classroom. A Gwynedd Mercy University supervisor will conduct a pre-observation conference, the observation, and the evaluation of the instruction, and will also complete the PDE 430 evaluation form. \*All Field Experience documents are located under the Field Experience tab on the left column in Blackboard.  Your instructor will conduct an Adobe Connect session. Ask any questions during that time regarding the Student Teaching Experience.  **Note.** If you live outside the Gwynedd Mercy University area, the Director of Student Teaching will work with you to identify an individual to conduct your observation. The pre-observation conference and the student teaching experience may be completed at any point during this course, with a due date of Week 7. | | COURSE |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | N/A | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Behavior and Behavior Management Myths**  **Respond** to the following question in the Behavior and Behavior Management Myths discussion forum by Thursday:   * What are two myths or misconceptions about behavior and behavior management, particularly regarding students with behavioral difficulties? * How are these myths harmful to students with disabilities, and what would you do as a classroom teacher to mitigate these harmful effects?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Barriers to Changing Behavior**  **Watch** the “Why We Fail to Change Our Behavior” [3:21 mins.] video on YouTube at: <https://www.youtube.com/watch?v=DBIQLmESeU8>.  **Review** the “Basic Assumptions About Behavior And Behavior Management” section in Ch. 1 of *Behavior Management.*  **Respond** to the following questions in the Barriers to Changing Behavior discussion forum by Thursday:   * What are two barriers to changing students’ behaviors? * In your experience, what are some guidelines teachers can use to help overcome these barriers? Provide examples to support your response.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday." | | 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Theoretical Foundations**  **Imagine** that you have been tasked with educating new teachers at your school on the foundations of behavior management.  **Create** a 5- to 10-minute narrated presentation using a tool of your choice—such as [Powtoon](http://www.powtoon.com), [Prezi](http://www.prezi.com), or Microsoft**®** PowerPoint**®**—that summarizes the foundations of behavior management.  **Complete** the following in your presentation:   * Define the following terminology related to behavior and behavior management:   + Behavior   + Responses   + Stimuli   + Antecedent   + Consequences   + Reinforcement   + Punishment   + Prompts and cues * Identify the founders of each of the following theoretical positions:   + Classical conditioning   + Operant conditioning   + Social learning and cognitive theory   + Behavior theory   + Applied behavior analysis * Summarize the principles of each theory. * Provide an example of how each theory would be applied in a current-day classroom or therapy setting.   **Post** a link to your presentation to the Theoretical Foundations discussion forum by Friday.  **Note.** If you used Microsoft**®** PowerPoint**®**, upload your presentation to Google Drive and share the link. See the Tutorials section for additional information under the Resources, Activities, and Preparation section of Week 1.  **Provide** constructive feedback to three of your classmates’ presentations by Sunday. | | 1.1, 1.2 | Presentation: private post, share, and comment = **1.5 hours** |
| **Reflection Journal**  **Reflect** on the readings, activities, and assignments you completed this week.  **Write** a 150- to 250-word reflection on how you viewed behavior management in the classroom. After the readings and discussions, has this perception changed? How?  **Complete** your reflection in the Reflection Journal on Blackboard. | | 1.1, 1.2, 1.3, 1.4 | Journal: one private post = **1 hour** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Late Assignment Policy:** Instructors are allowed to determine their own late assignment policies. You are required to post your policy by the first day of class. It is recommended you include your policy within your syllabus and as an announcement within Blackboard. You may use the following example policy or create your own:

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*Please be advised that failure to submit assignments on or before the due date may result in a reduction in points awarded. If truly extenuating circumstances prevent you from submitting an assignment on time, please do all of the following:*

* *Contact me in advance of the due date*
* *Explain the truly extenuating circumstances that may prevent timely submission of an assignment*
* *Request additional time for submission*

*Granting additional time for submission of an assignment is at the discretion of the instructor.*

*Assignments submitted after the due date without advance permission of the instructor may be subject to a reduction of 10% per day for each day late. Assignments due in the last week of class may be subject to a reduction of 20% per day for each day late.​*

*Discussions require active participation throughout the week and throughout the course and so are not able to be submitted late. If a discussion post is made after the appropriate deadline, it will be graded as a late assignment.*

Please review the Faculty Handbook and consult with your program chair or director if you have any questions.

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That one-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded, and a link to the recording should be posted to the course page so any student who misses the session can review it later in the week.

**Note.** The date the Adobe Connect Live Session is scheduled is the instructor’s choice, but it is recommended that they schedule this session for Wednesday of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Legal Considerations and Diversity in the Classroom | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify teachers’ legal responsibilities related to disciplining students with disabilities. | | CLO2 | |
| * 1. Explain how environmental factors, such as culture, ethnicity, and racial diversity, relate to issues of overrepresentation in special education. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 2 & 3 of *Behavior Management*.  **Read** the *Honig v. Doe* case on Brittanica at: <https://www.britannica.com/topic/Honig-v-Doe>. | | 2.1, 2.2 |  |
| **Cultural Influences on Behavior**  **Read** the “Cultural Influences on Behavior” section on the IRIS Center website at: <http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p02/>. | | 2.2 |  |
| **Classroom Management Responsibilities**  **Read** the “Effective Classroom-Management & Positive Teaching” article at: <http://files.eric.ed.gov/fulltext/EJ1087130.pdf>. | | 2.1 |  |
| **Assignment Preparation**  **Review** the assignment instructions for the FBA Interview assignment, due in Week Three.  **Arrange** to interview your selected student’s teacher. | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Cultural Awareness Reflection**  **Complete** the “Are You a Culturally Responsive Teacher?” activity at the bottom of the “Cultural Influences on Behavior” section in the IRIS Center module at: <http://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p02/>. | | 2.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Classroom Discipline**  **Respond** to the following question in the Classroom Discipline discussion forum by Thursday:   * Why is it the teacher’s responsibility to enforce classroom management and effective consequences? * What are some effective strategies you have observed, implemented, or are aware of regarding classroom management? Why do you think these strategies are effective?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Diversity and Special Education**  **Respond** to the following questions in the Diversity and Special Education discussion forum by Thursday:   * As noted in the text, why are students who are members of cultural, ethnic, and racial minorities statistically tend to be overrepresented in special education? * What steps can you take to ensure that your students are truly qualified for special education testing as opposed to being placed in special education due to environmental factors?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Special Education Law**  **Imagine** that you have been tasked with creating a training material for your fellow educators on the legal requirements for disciplinary actions.  **Read** “Disciplinary Exclusions of Students Who Are Eligible for Special Education” located on Blackboard. You may also review the Department of Education for your preferred state of employment.  **Create** a job aid that outlines the legal requirements for teachers related to the following disciplinary actions:   * Short-term suspensions * Serial suspensions * Long-term suspensions * Expulsions * Manifestation determination * Discipline of students with a documented intellectual disability who present immediate or severe discipline problems * Disciplining students not yet identified for special education   **Note.** Refer to the “Creating Job Aids” document at: <https://www.nrcs.usda.gov/Internet/FSE_DOCUMENTS/nrcs142p2_051309.pdf>.  **Post** a link to your completed job aid to the Special Education Law discussion forum by Friday.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 2.1 | Job aid: private post, share, and comment = **1.5 hours** |
| **Reflection Journal**  **Reflect** on the readings, activities, and assignments you completed this week.  **View** the video Helena’s Story: Special Education and Discipline [0:54mins.].  **Write** a 150- to 250-word reflection on the following questions:   * Legally, what is the next step to take with this student so she is able to receive the help she needs? * How can you ensure that the parents are well informed and that their concerns are heard? | | 2.1, 2.2 | Journal = **1 hour** |
| **Total** |  |  | **4.5 hours** |

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| Week Three: Behavior Observation and Collection | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Complete an assessment interview to identify target behaviors and their function. | | CLO4 | |
| * 1. Determine how to appropriately record behavioral observations. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 6 and the “Components of a Functional Behavioral Assessment” section in Ch. 9 of *Behavior Management*. | | 3.1, 3.2 |  |
| **FBA Reading**  **Read** “Functional Behavioral Assessment (FBA) Process” located on Blackboard. | | 3.1, 3.2 |  |
| **FBA Instructions**  **Watch** the “Functional Behavior Assessment (FBA) Instructions” [11:28] video on YouTube at: <https://www.youtube.com/watch?v=0R_9zmOyG68>. | | 3.1, 3.2 |  |
| **Assignment Preparation**  **Review** the instructions for the Functional Behavior Assessment assignment, due in Week Four.  **Finalize** your arrangements to observe your student. | | COURSE |  |
| **Student Teaching Experience Preparation**  Remember to make arrangements with the Gwynedd Mercy University supervisor for the pre-observation conference.  In this course, you will complete a modified student teaching experience in which you are required to prepare and teach a lesson for special education students.  **Make** preparations with the cooperating teacher to teach a lesson within a classroom. The classroom can be an inclusion classroom or a self-contained classroom. A Gwynedd Mercy University supervisor will conduct a pre-observation conference, the observation, the evaluation of the instruction, and will also complete the PDE 430 evaluation form.  **Note.** If you live outside the Gwynedd Mercy University area, the Director of Student Teaching will work with you to identify an individual to conduct your observation. The pre-observation conference and the student teaching experience may be completed at any point during this course, with a due date of Week 7. | | COURSE |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: The Hawthorne Effect**  **Read** “The Hawthorne effect: An old scientists’ tale lingering ‘in the gunsmoke of academic snipers’” blog post on the Scientific American website at: <http://blogs.scientificamerican.com/absolutely-maybe/2013/07/26/the-hawthorne-effect-an-old-scientists-tale-lingering-in-the-gunsmoke-of-academic-snipers/>.  **Respond** to the following questions in the Hawthorne Effect discussion forum by Thursday:   * How can notifying students that they are being observed affect the results of behavioral observations? * What are some techniques you can use to offset these risks? Why are these techniques effective?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Teacher Interview**  **Watch** the “Behavior Project- Module 1 Functional Behavior Assessment Interview” [7:48] video on YouTube at: <https://www.youtube.com/watch?v=dUTVpMh4F0c>.  **Respond** to the following question in the Teacher Interview discussion forum by Thursday:   * How do you think this teacher’s interactions with his student could be improved if he received training on behavioral observation techniques? Support your response with examples. * If you were to interview this teacher as part of an FBA, what additional questions would you ask him? Why?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **FBA Interview**  **Complete** the Assessment Interview Questionnaire located on Blackboard after interviewing your chosen student’s teacher.  **Note.** Do not include any information, such as name or school, that could personally identify the student.  **Write** a 300- to 500-word report that includes the following:   * How you will collect and record your behavioral observations * The methods you plan to use to analyze the behavioral data you collect   **Create** a graph or chart that you can use to analyze the behavior observation data for your chosen student.  **Submit** your completed Assessment Interview Questionnaire, report, and graph or chart to Blackboard. | | 3.1, 3.2 | Guided project = **3 hours** |
| **Group Discussion on Behaviors**  Your instructor will assign you to a group to participate in this discussion. The discussions will be held in the group forums.  **Identify**, on your own, the behavior of concern demonstrated by the specified student within your classroom observation. If preferred, you may create a fictitious student with behavioral challenges (these behaviors may be ones you had experiences with, ones you have not seen in the classroom, or behaviors you are interested in learning about).  **Locate** your assigned group forum to discuss the following by Friday.  **Provide** a brief profile of the chosen student to share with your group.  **Answer** the following questions:   * What are the antecedents to the behavior of concern? * What is the behavior? * What is the consequence after the behavior is demonstrated? * What is the perceived function of the behavior? * How would you write a hypothesis statement for the function of behavior?   After sharing your answer and discussing the specified student, consider the following:   * What changes can be made to the information you outlined above? * Should any information be added? * How can the information be tweaked so the most specific information is able to be shared with parents and teachers?   **Write** a 150- to 250-word report providing a summary of your group discussion and the student behavior.  **Submit** your completed summary on Sunday. | | 3.1, 3.2 | Discussion and report = **1.5 hours** |
| **Total** |  |  | **6.5 hours** |

# Faculty Notes

**Group Discussion on Behaviors:** Assign students to groups and send a reminder about group discussions.

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| Week Four: Completing a Functional Behavior Assessment | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the legal requirements for conducting a functional behavior assessment. | | CLO4 | |
| * 1. Complete a functional behavior assessment. | | CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Review** the “Components of a Functional Behavioral Assessment” in Ch. 9 of *Behavior Management*.  **View** the mid-course video [3:57mins.] on Blackboard. | | 4.1, 4.2 |  |
| **FBA Reading**  **Read** “[Functional Assessment Direct Observation Tool](http://www.specialconnections.ku.edu/?q=behavior_plans/functional_behavior_assessment/teacher_tools/functional_assessment_direct_observation_tool)”. | | 4.1, 4.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: FBA Training**  **Read** the following:   * “Guidelines for Conducting Functional Behavioral Assessment and Developing Positive Behavior Intervention and Supports/Strategies” document on the Virginia Department of Education website at: <http://www.doe.virginia.gov/support/student_conduct/fba_guidelines.pdf> * “[Data Based Decision Making](https://www.pattan.net/multi-tiered-system-of-support/multi-tiered-system-of-supports-academic/data-based-decision-making)”   **Respond** to the following questions in the FBA Training discussion forum by Thursday:   * In what circumstances must an FBA be conducted, according to the Individuals with Disabilities Education Act (IDEA) of 2004? * Which school personnel do you think should have training on conducting an FBA? Why? Support your response with evidence and examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Functional Behavior Assessment (FBA)**  **Review** the “Functional Behavioral Assessment (FBA) Process” document located on Blackboard.  **Complete** the Functional Behavior Assessment form on Blackboard after completing the direct observation of your student.  **Note.** For this assignment, you must observe your student in at least three settings. You must spend a minimum of 90 minutes observing your student.  **Complete** the graph or chart you created in Week Three, which will help you complete the Functional Behavior Assessment form.  **Submit** your completed Functional Behavior Assessment form and chart or graph to Blackboard. | | 4.2 | Case Study = **4 hours** |
| **Group Discussion on FBA**  **Use** your assigned group forum in this discussion.  **Discuss** the items below within your assigned group discussion forum by Thursday:   * What did you think of the FBA process? Did you have any difficulties completing the FBA? * What lessons did you learn from completing the FBA? What would you do differently in the future?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 4.2 | Group discussion = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Five: Reinforcement Strategies and Cognitive Behavior | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain how to establish an effective reinforcement program. | | CLO1 | |
| * 1. Identify strategies for avoiding satiation of reinforcers. | | CLO1 | |
| * 1. Determine how to apply positive-reinforcement strategies to generalize and maintain positive behavior. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 10 of *Behavior Management*. | | 5.1, 5.2, 5.3 |  |
| **Positive Behavioral Supports**  **Read** the “The Teacher’s Pocket Guide for Positive Behavior Support” article at: <http://archive.brookespublishing.com/documents/difference-between-targeted-and-universal-supports.pdf>. | | 5.1, 5.2, 5.3 |  |
| **Positive Reinforcement Video**  **Watch** the “The difference between classical and operant conditioning – Peggy Andover” [8:28mins.] video on YouTube at: <http://www.youtube.com/watch?v=wfraBsz9gX4> | | 5.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Five Signs of Satiation**  **Read** the “Five Signs of Satiation” section of the Innovative Piano website at: <http://www.innovativepiano.com/Five-Signs-of-Satiation.html>. | | 5.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Benefits of Positive Reinforcement**  **Respond** to the following questions in the Benefits of Positive Reinforcement discussion forum by Thursday:   * What are the benefits of using positive reinforcement to change behavior? * What are some strategies you could use to establish an effective reinforcement program in your classroom? Support your response with examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Avoiding Satiation**  **Respond** to the following questions in the Avoiding Satiation forum by Thursday:   * What are four strategies teachers can use to avoid satiation of reinforcers? * How would you apply these strategies in the classroom? Support your response with examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Positive-Reinforcement Strategies**  **Imagine** you have been tasked with creating a training resource for the teachers at your school on positive-reinforcement strategies.  **Develop** a brochure using a tool of your choice, such as [Google Docs](https://docs.google.com) or [Lucidpress](https://www.lucidpress.com), that includes the following information:   * A definition of the following terms:      * + Reinforcement   + Reinforcers   + Primary reinforcer   + Secondary reinforcer   + Socially valid reinforcer   + Extrinsic reinforcer   + Intrinsic reinforcer   + High-preference reinforcer * A summary of the following positive-reinforcement strategies:   + Shaping   + Chaining   + Forward chaining   + Backward chaining   + Token-economy system   + Contingency contracting * An example of how to appropriately apply each of the six positive-reinforcement strategies in the classroom   **Post** a link to your brochure in the Positive-Reinforcement Strategies discussion forum by Friday.  **Note.** If you used Microsoft® Word to create your brochure, upload your brochure to Google Drive. See the Tutorials section if you need additional information.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 5.3 | Presentation: private post, share, and comment = **2 hours** |
| **Reflection Journal**  **Reflect** on the readings, activities, and assignments you completed this week.  **Write** a 150- to 250-word reflection on this week’s activities in the Reflection Journal.  **Respond** to the following in your reflection:   * What previous information did you have about reinforcement strategies? * What information have you gained? * How do you plan to implement effective reinforcement strategies within your classroom? * What effective reinforcement strategies have you seen demonstrated in the classroom? | |  | Journal = **1 hour** |
| **Total** |  |  | **5 hours** |

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| Week Six: Cognitive Behavior Modification and Behavior Challenges | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the importance of cognitive behavior modification for students. | | CLO1 | |
| * 1. Determine how to effectively teach self-monitoring and self-evaluation to students. | | CLO1 | |
| * 1. Determine how to apply strategies for challenging behaviors students exhibit in the classroom. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 11 of *Behavior Management*. | | 6.1, 6.2, 6.3 |  |
| **Assignment Preparation**  **Review** the instructions for the Positive Behavior Support Plan assignment due in Week Seven.  **Begin** collecting the information you need to complete the positive behavior support plan. | | N/A |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Cognitive Behavior Modification**  **Respond** to the following questions in the Cognitive Behavior Modification discussion forum by Thursday:   * Why must teachers know how to use cognitive behavior modification (CBM) when working with students with behavioral difficulties? * How would you use the principles of cognitive behavior modification when working with students?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Behavior Strategy Application**  **Create** a job aid that includes the following:   * A description of the causes and antecedents of the following behaviors:   + Oppositional defiant behaviors   + Noncompliant disorder behaviors   + Verbally and physically aggressive behaviors   + Bullying   + Tantrum behaviors   + Inattention   + Hyperactive behaviors   + Impulsive behaviors   + Self-injurious and self-stimulatory behaviors   + Behaviors resulting from separation anxiety   + Behaviors resulting from depression * An explanation of how to apply interventions for each of the preceding behaviors   **Note.** Refer to the “Disciplinary Exclusions of Students Who Are Eligible for Special Education” document located on Blackboard. | | 6.3 | Job aid = **1 hour** |
| **Self-Monitoring and Self-Evaluation**  **Imagine** that a student in your class has an individualized education plan (IEP) and a behavior plan that focus onincreasing time on task and work completion and reducing out-of-seat behavior. You have successfully worked with this student to meet the expected outcomes of the behavior plan. You want to continue this student’s success and now need to adjust the behavior plan to avoid satiation. You want to do this by including a component of self-monitoring and evaluation.  **Read** the following article:  Rafferty, L. A. (2010). [Step-by-step: Teaching students to self-monitor](http://libproxy.gmercyu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=54970245&site=ehost-live). *Teaching Exceptional Children*, *43*(2), 50–58.  **Create** a profile of your student by developing the following information:   * The target behavior you have identified * An operational definition of the target behavior * Three to five pieces of baseline data * A determination of whether the behavior is appropriate to remediate   **Note.** You may develop a completely fictitious student or may base the profile on a student you are familiar with. Do not include any information that could personally identify a student.  **Develop** a plan to teach this student how to self-monitor and self-evaluate. Include a description of the procedures and materials needed to remediate the behavior and how you will implement them.  **Compile** your student profile and your plan in a Microsoft® Word document, and submit it to Blackboard. | | 6.2 | Case Study = **3 hours** |
| **Reflection Journal**  **Reflect** on your classroom observations.  **Write** a 150- to 300-word reflection, and post to the Reflection Journal after responding to the following:   * What have you seen implemented in regards to student self-monitoring and self-evaluation? * In your own classroom, how do you plan to implement student self-monitoring and self-evaluation to ensure behavioral and academic success? | | 6.2 | Journal = **1 hour** |
| **Total** |  |  | **6 hours** |

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| Week Seven: Positive Behavior Support Plans and SWPBIS | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Develop a positive behavior support plan. | | CLO5 | |
| * 1. Develop a progress monitoring plan for behavior. | | CLO5 | |
| * 1. Explain how to implement the School Wide Positive Behavior Interventions and Supports (SWPBIS) approach to discipline. | | CLO5 | |
| * 1. Explain how to encourage student and parental support of your SWPBIS discipline policies. | | CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Read** Ch. 12–14 of *Behavior Management*.  **View** the final course video [3:18mins.] on Blackboard. | | 7.1, 7.2, 7.3, 7.4 |  |
| **Progress Monitoring for Behavior**  **Watch** the “Progress Monitoring for Behavior” webinar [1:05] on the PaTTAN website at: <http://www.pattan.net/Videos/Browse/Single/?code_name=progress_monitoring_for_behavior>. | | 7.2 |  |
| **Progress Monitoring Graphs**  **Read** the following documents:   * “Steps for Monitoring and Graphing Progress” * “Formative Assessments: Monitoring the Progress of Students Who Have IEPs” | | 7.2 |  |
| **SWPBIS Readings**  **Read** the following:   * “Pennsylvania’s Schoolwide Positive Behavior Support System: An Introduction” document from the PaTTAN website. * “Schoolwide Positive Behavior Support: Training Readiness Checklist for Individual Schools” document from the PaTTAN website. * “Seven Strategies for Building Positive Classrooms” section of the ASCD website at: <http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Seven-Strategies-for-Building-Positive-Classrooms.aspx> * Muscott, H. S., Szczesiul, S., Berk, B., Staub, K., Hoover, J., & Perry-Chisholm, P. (2008). Creating home-school partnerships by engaging families in schoolwide positive behavior supports. *Teaching Exceptional Children*, *40*(6), 6–14. * “What are the Positive Strategies for Supporting Behavior Improvement?” document on the Autism Speaks website at: <http://www.autismspeaks.org/sites/default/files/section_5.pdf> | | 7.3, 7.4 |  |
| **School Discipline Guidance**  **Watch** the “U.S. Departments of Education and Justice School Discipline Guidance Package” video [3:30] and review the associated resources on the U.S. Department of Education website at: <http://www2.ed.gov/policy/gen/guid/school-discipline/index.html>. | | 7.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Participate** in the scheduled live session with the course instructor. This session will provide conclusion of the class.  **Prepare** to ask questions concerning the content of the course and provide constructive feedback.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | COURSE | Live Discussion: lecture and discussion = **1 hour** |
| **Reading**  **Read** the Behavioral Data Collection article from the Escambia County School District. | | 7.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Classroom Management and Discipline**  **Read** “The Key to Classroom Management” on the ASCD website at: <http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>.  **Respond** to the following questions in the Classroom Management and Discipline discussion forum by Thursday:   * What do you think are the most important aspects of good classroom management? Why? * How does effective classroom management reduce the need for student discipline? Support your response with examples.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Building Positive Relationships**  **Read** the “Improving Students' Relationships with Teachers to Provide Essential Supports for Learning” section of the American Psychological Association’s website at: <http://www.apa.org/education/k12/relationships.aspx?item=4>.  **Respond** to the following question in the Building Positive Relationships discussion forum by Thursday:   * What do you think are the key components of a positive teacher–student relationship? Why? * What are two strategies you could use to encourage a positive relationship with a student who has ongoing behavior concerns? Why do you think these would be effective?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 7.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **SWPBIS Implementation**  **Imagine** that you have been tasked with training teachers at your school on how to implement the SWPBIS approach to discipline.  **Create** a 5- to 10-minute narrated presentation using a tool of your choice—such as [Prezi](http://www.prezi.com), [PowToon](http://www.powtoon.com), or Microsoft**®** PowerPoint**®**—in which you complete the following:   * Provide an overview of SWPBIS, including an explanation of the three-tier SWPBIS model. * Explain how you would incorporate the readiness checklist. * Identify interventions and supports for SWPBIS. * Identify roadblocks that could prevent you from implementing SWPBIS. * Explain how classroom management supports SWPBIS. * Identify strategies teachers can employ to support SWPBIS. * Explain how to solicit parental support of your efforts.   **Note.** If you choose an online tool that restricts the length of your presentation, you may create a series of videos to meet the assignment objectives.  **Post** a link to your completed presentation to the SWPBIS Implementation discussion forum by Friday.  **Note.** If you used Microsoft**®** PowerPoint**®**, upload your presentation to Google Drive and share the link. See the Tutorials section for additional information.  **Provide** constructive feedback to three of your classmates’ posts by Sunday. | | 7.3, 7.4 | Presentation: private post, share, and comment = **1.5 hours** |
| **Positive Behavior Support Plan**  **Read** the *Annotated Positive Behavior Support Plan* document on the PaTTAN website at: <http://www.pattan.net/category/Resources/PaTTAN%20Publications/Browse/Single/?id=4dc09560cd69f9ac7f0e0000>.  **Review** the functional behavior assessment you completed in Week Four.  **Develop** a positive behavior support plan using the Positive Behavior Support Plan template on Blackboard for your student.  **Develop** a plan using the Progress Monitoring Plan document on Blackboard to monitor the progress of your student’s behavior, which you identified in the Positive Behavior Support Plan.  **Develop** a chart you can use to monitor the progress of your student’s behavior.  **Submit** your completed Positive Behavior Support Plan, progress monitoring plan, and chart as attachments to Blackboard. | | 7.1, 7.2 | Case Study: Analysis and posting = **3 hours** |
| **Student Teaching Experience**  **Complete** the modified student teaching experience. You are required to prepare and teach a lesson for special education students.    Make preparations with the cooperating teacher to teach a lesson within a classroom. This can include an inclusion classroom or a self-contained classroom. A Gwynedd Mercy University supervisor will conduct a pre-observation conference, the observation, and the evaluation of the instruction, and will also complete the PDE 430 evaluation form. **Note:** If you live outside the Gwynedd Mercy University area, our Director of Student Teaching will work with you to identify an individual to conduct your observation.    **Submit** a substantive reflection on the feedback you received from the PDE430 evaluation form as it is applicable to the content of this course. | | COURSE | Project **= 1 hour** |
| **Reflection Journal**  **Reflect** on the readings, activities, and assignments you completed this week.  **Write** a 150- to 250-word reflection on how this week’s activities changed your understanding of positive behavior support plans, progress monitoring plans, and SWPBIS in the Reflection Journal. What have you seen within the classroom in regards to behavior support plans and progress monitoring? What have you seen within the classroom with regard to behavior support plans and progress monitoring? | | 7.1, 7.2, 7.3, 7.4 | Journal = **1 hour** |
| **Total** |  |  | **9.5 hours** |

# Faculty Notes

**Field Experience Logs:** Please submit students’ Field-Based Experience Logs upon course completion:

Access the **Full Grade Center**.

Right-click on the column name and select**Assignment File Download**.

Click the box next to **Name**to select all users.

Click the **Submit** button.

Click **Download assignments now**.

Save the file to your Desktop or Z Drive.

Email the zip file to Marianne.

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 5.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 4.5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 6.5 |
| Supplemental |  |
| **Week 4** |  |
| Required | 6 |
| Supplemental |  |
| **Week5** |  |
| Required | 5 |
| Supplemental |  |
| **Week 6** |  |
| Required | 6 |
| Supplemental |  |
| **Week 7** |  |
| Required | 8.5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 42 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** | 44 |