Course Syllabus  
Southeast Missouri State University

**Department:** College of Education, Department of Elementary, Early, and Special Education

**Course No.** EX 304

**Title of Course:** Classroom and Behavior Management

**Date:** Fall 2015

**Please check:** Revision

Instructor: 
Contact Information: 
Office Phone: 
Office Location: 
e-mail: 
Class Meeting Times: 
Delivery Method:

I. **Catalog Description (3 Credit Hours of Course):** Theoretical background and rationale for managing student behavior. Emphasizes the elements of primary, secondary, and tertiary interventions. (3)

II. **Prerequisites:**

   Admission into the Teacher Education Program  
   EX 311 Introduction to Children with Exceptionalities

   **Co-Requisites:**

   EX 302 Language Development of Children with Exceptionalities

III. **Purposes or Objectives of the Course:**

   The teacher candidate will demonstrate the knowledge base and skills applicable for grades PreK-12 to:

   1. Describe the evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse points of view...
and human issues that have influenced and continue to influence behavior managements of all individual with exceptional learning needs in a diverse society.

2. Create an effective classroom management system for all students, particularly those with exceptional learning needs (e.g., schedules, procedures, routines, signals, physical set-up of room, rules and consequences, monitoring, transitions, etc.)

3. Describe and define the components of school-wide positive behavior support and its relationship with risk and protective factors and multicultural issues.

4. Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions: Token economy and response cost; Group contingencies; Behavioral contracts; Home notes; Precision commands; Time-out; Self-management; Response cost; crisis intervention; and Other procedures.

5. Analyze complex behavioral patterns and determine appropriate target behavior for all individuals with ELN in a diverse society.

6. Administer assessment procedures and synthesize results as basis for making decisions regarding behavioral and instructional strategies that create positive learning environments, foster cultural understanding, safety and emotions well-being, positive societal interactions, and active engagement of all individuals with ELN in a diverse society.

7. Create behavior management plans that utilize culturally sensitive acceleration and deceleration procedures and technologies for the modification of inappropriate behaviors displayed by individuals with ELN in a diverse society.

8. Create a plan to monitor the progress of acceleration and deceleration procedures and technologies for the modification of inappropriate behaviors displayed by individuals with ELN in a diverse society.

IV. Student Learning Outcomes (Minimum of 3):

<table>
<thead>
<tr>
<th></th>
<th>The teacher candidate will administer assessment procedures and synthesize results as basis for making decisions regarding behavioral and instructional strategies that create positive learning environments, foster cultural understanding, safety and emotions well-being, positive societal interactions, and active engagement of all individuals with ELN in a diverse society.</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Functional Behavior Assessment</td>
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2 The teacher candidate will create behavior management plans that utilize culturally sensitive acceleration and deceleration procedures and technologies for the modification of inappropriate behaviors displayed by individuals with ELN in a diverse society.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Models of Behavior Management: biophysical; biochemical, developmental, cognitive, and behavioral</td>
<td>Quiz</td>
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<tr>
<td>2</td>
<td>Ethical and Legal Considerations in Tiered Behavior Supports in classrooms of behavior of Exceptional and Multicultural Populations</td>
<td>Iris Module</td>
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<tr>
<td>3</td>
<td>Direct and Indirect Procedures for Data Collection: anecdotal reports; permanent product recording; observational recording systems; interval recording and time sampling; duration and latency recording</td>
<td>Functional Behavior Assessment (FBA)</td>
</tr>
</tbody>
</table>

3 The teacher candidate will create an effective classroom management system for all students, particularly those with exceptional learning needs (e.g., schedules, procedures, routines, signals, physical set-up of room, rules and consequences, monitoring, transitions, etc.).

V. Expectation of the Students

Students will be expected to complete the following course requirements:

A. complete all assigned readings and assignments
B. participate in class discussions and activities
C. demonstrate achievement by their performance on examinations at the conclusion of each major segment of the course and on quizzes over assigned reading material that may not be covered in class lecture and discussion
D. complete a Functional Behavior Assessment
E. create a Positive Behavior Intervention Plan
E. create a Classroom Management Plan of Universal Supports for Behavior

VI. Course Content or Outline:
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<tr>
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<td>ad standardized assessments techniques</td>
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<tr>
<td>4</td>
<td>Graphing Techniques</td>
<td>Behavior Intervention Plan (BIP)</td>
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<td>5</td>
<td>Single Subject Design</td>
<td>BIP</td>
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<tr>
<td>6-7</td>
<td>Functional Assessments and Functional Analysis</td>
<td>FBA</td>
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<tr>
<td>8</td>
<td>Methods for Producing Behavior Change</td>
<td>BIP</td>
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<td></td>
<td>Acceleration Procedures: positive reinforcement; negative reinforcement; shaping; contingency contracts; token economies; modeling; and schedules of reinforcement</td>
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<td>9</td>
<td>Methods for producing Behavior Change</td>
<td>BIP</td>
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<td></td>
<td>Deceleration Procedure: punishment; extinction; time out; differential reinforcement of other behaviors; satiation and response cost</td>
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<td>10-11</td>
<td>Formulation and Development of a Plan of Strategies to Affect Positive Behavior Change in Individuals with ELN</td>
<td>BIP</td>
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<tr>
<td>12</td>
<td>Culturally Sensitive Application of Behavior Management: Identification of target behaviors; identification of antecedent and consequential events; establishing baseline and recording behavioral data; methods of identifying reinforcers and selection of single subject experimental design</td>
<td>FBA</td>
</tr>
<tr>
<td>13-14</td>
<td>Application of Technologies in the Behavior Management of Individuals with Exceptional Learning Needs: group consideration; establishing rules for the classroom and classroom reinforcement systems</td>
<td>Classroom Management System of Universal Supports</td>
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<td>15</td>
<td>Describe the elements of multi-level interventions (primary, secondary, and tertiary), including positive and reductive interventions: Token economy and response cost; Group contingencies; Behavioral contracts; Home notes; Precision commands; Time-out; Self management; Response cost; Administrative intervention and Other procedures</td>
<td>BIP/Classroom Management Plan/Iris Module</td>
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**VII. Textbook and/or Required Readings:**


**VIII. Basis for Student Evaluation:**
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Forum /Class Assignments</td>
<td>10%</td>
<td>Periodically</td>
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<tr>
<td>Drop Box/Class Assignments</td>
<td>20%</td>
<td>Periodically</td>
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<tr>
<td>Units Exams</td>
<td>20%</td>
<td>Periodically</td>
</tr>
<tr>
<td>Functional Behavior Assessment</td>
<td>20%</td>
<td>By Mid semester</td>
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<tr>
<td>Positive Behavior Intervention Plan</td>
<td>15%</td>
<td>By the end of the semester</td>
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<tr>
<td>Classroom System of Universal Support</td>
<td>15%</td>
<td>Be the end of the semester</td>
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</table>

IX. **Grading Scale**

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% and below = F

Teacher candidates must receive a C or higher in this course.

X. **Accessibility**

Southeast Missouri State University and Disability Support Services remain committed to making every reasonable educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability in order to have accommodations implemented.

XI. **Civility**

Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University’s Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system.

XII. **Academic honesty**
Academic honesty is one of the most important qualities influencing the character and vitality of an educational institution. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the “University Statement of Student Rights” found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes:

**Plagiarism**

In speaking or writing, plagiarism is the act of passing someone else’s work off as one’s own. In addition, plagiarism is defined as using the essential style and manner of expression of a source as if it were one’s own. If there is any doubt, the student should consult his/her instructor or any manual of term paper or report writing. Violations of academic honesty include:

1. Presenting the exact words of a source without quotation marks;
2. Using another student’s computer source code or algorithm or copying a laboratory report; or
3. Presenting information, judgments, ideas, or facts summarized from a source without giving credit.

**Cheating**

Cheating includes using or relying on the work of someone else in an inappropriate manner. It includes, but is not limited to, those activities where a student:

1. Obtains or attempts to obtain unauthorized knowledge of an examination’s contents prior to the time of that examination.
2. Copies another student’s work or intentionally allows others to copy assignments, examinations, source codes or designs;
3. Works in a group when she/he has been told to work individually;
4. Uses unauthorized reference material during an examination; or
5. Have someone else take an examination or takes the examination for another.
XIII. Statement of whom to contact with concerns

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Julie Ray, Chair of the Dept. of Elementary, Early, and Special Education.

XIV. Potential Readings and Resources:


IRIS Center Resources: http://iris.peabody.vanderbilt.edu


Utah’s Least Restrictive Behavioral Interventions (LRBI)