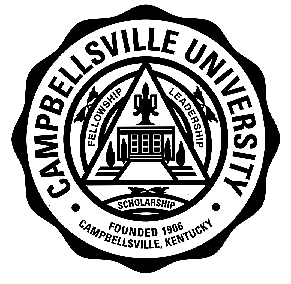
**CAMPBELLSVILLE UNIVERSITY**



**COURSE SYLLABUS**

PLEASE TYPE. DATE\_\_\_\_\_\_09/13/2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACADEMIC UNIT\_\_\_\_\_\_\_SCHOOL OF EDUCATION\_\_\_\_\_ FACULTY\_\_Billy H. Stout\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Discipline | Course#  Section | Title of Course | Credit Hours | Cross Reference  (if applicable) |
| Special  Education | SED 506 | Behavior  Management of  Children and Youth  With Learning and  Behavior Problems | 3 |  |

TEXTBOOK [ X ] Required [ ] Not Required

Author\_\_Kerr, Mary Margaret, & Nelson, C. Michael\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title\_\_Strategies For Addressing Behavior Problems In The Classroom\_\_\_\_\_\_\_\_\_\_\_

Publisher\_ Pearson\_\_\_\_\_\_\_ Date of Publication\_\_2010\_\_\_\_

Author\_ Rhodes, G., Jenson, W.R., & Reavis, H.K. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title \_The Tough Kid Book\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Publisher\_ Pacific Northwest Publishing\_\_\_\_\_\_\_\_\_ Date of Publication\_2010\_\_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. COURSE OBJECTIVES: List the objectives of the course, both general and specific. Please relate these objectives

to the mission and goals of the University and the Academic Unit.

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course. Please include grading scale.
3. REQUIREMENTS
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN Beverly Ennis Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# Campbellsville University School of Education

**SED 506 -01**

**Behavior Management of Children and Youth with Learning and Behavior Problems**

(3 Credit Hours)

**Professor:** Dr. Bill Stout

**E-mail:** bhstout@campbellsville.edu

**Office Phone:** 270-789-5408

**Office Hours:** Virtual – Professor can be reached anytime by phone or e-mail

**Cell Phone:** 502-354-1332

**Classroom:** Online

**Chat Time:** Tuesday, 8:00 – 9:15 PM (EST)

Graduate Term G4 ( January 17 – March 11, 2017)

**Campus Security Numbers:** Office (270) 789-5555, Cell (270) 403-3611

# “Empowerment for Learning”

# C:\Users\bhstout\Desktop\syllabus puzzle.png

**Required Text:**

Kerr, Mary Margaret, & Nelson, C. Michael (2010). *Strategies for addressing behavior problems in the classroom.* 6th ed.Upper Saddle River, New Jersey: Merrill.

Rhodes, G., Jenson, W. R., & Reavis, H. K. (2010). *The tough kid book*. Eugene, OR: Pacific Northwest Publishing, 2nd ed.

# Textbooks are required for this course. Materials for this course can be found in the textbooks, Internet sites, or other readings provided by the instructor. Reading materials are also contained in weekly lessons and the body of the course online.

# Course Description:

This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with a wide range of disabilities including: EBD, LD, MMD, and ASD. Students will learn to (a) identify and assess problem behavior, (b) design and implement behavioral interventions, (c) design learning environments that will prevent problem behaviors, and (d) apply behavioral procedures in educational settings. The primary research project will address the collaborative and consultative roles of the special education teacher in the reintegration of individuals with disabilities into the general educational setting.

# School of Education Mission Statement

# The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

# The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an

academic infrastructure based on scholarship, service and Christian leadership,candidates

who are competent and qualified, and who demonstrate:

Knowledge and skills

Caring Dispositions, including respect for diversity

Commitment to life-long learning in a global society

Characteristics of servant leadership

The objectives of this course align with the mission of the university and the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**Methods of instruction**

The instructional methods will include:

* + - online learning lessons
    - individual consultation with instructor
    - online discussion groups
    - cooperative learning activities
    - site visitation and classroom observation

# Purpose of Course

The purpose of the course is to prepare teachers by equipping them with methods and strategies

needed to effectively instruct children with emotional/behavioral disorders.

They will learn behavioral methods and principles needed to develop programs for this population of special needs students.

# Course Objectives with Student Learning Outcomes

Upon completion of this course, each student will be able to:

* + - 1. Identify and define principles of human behavior and learning.
    - 2. Develop comprehensive program in collaboration with team members.
    - 3. Design functional classroom for individuals with disabilities.
    - 4. Utilize frequency, duration, latency, interval, and other measurement and recording procedures related to target behavior.
    - 5. Understand and use of the principles of behavior for the design, implementation, and evaluation of students’ academic and social performance in the classroom.
    - 6. Apply basic classroom management theories & strategies for students with disabilities based on functional behavior assessments.
    - 7. Design and implement comprehensive behavior management plans.
    - 8. Monitor and evaluate implementation of behavior support plans.
    - 9. Discuss ethical and professional issues surrounding the use of applied behavior techniques.
    - 10. Discuss theories of reinforcement techniques to be utilized with students with disabilities and plan individualized reinforcement system.
    - 11. Discuss the legal, judicial system & agencies serving individuals with disabilities.

# Alignment with Curricular Guidelines and National Standards:

# Kentucky Teacher Standards (KTS)

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction Standard

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **CEC** | **CAEP** |
| Exams  450 pts  Obj: 1,4,5,6,10 | KTS 1,2,4,5,7 | 1.2  5.4  6.3 | 4,5,6 | 1,3,5 | Yes | 3,4,5 | 1 |
| BIP  100 pts  Obj: 1,3,4,5,6,7,8,9,10 | KTS  2,3,4,7.8 | 2.2, 3.3, 4.2, 5.4, 8.1 | 1 - 10 | 2 - 5 | Yes | 1 - 7 | 1 |
| FBA  100 pts  Obj: 2,4,5,10 | KTS  2,3,4,7,8 | 2.2, 3.3, 4.2, 5.4, 8.1 | 1 - 10 | 2 - 5 | Yes | 1 - 7 | 1 |
| BMP  150 pts  Obj: 1-10 | KTS  2,3,4,7,8 | 2.2, 3.3, 4.2, 5.4, 8.1 | 1 - 10 | 2 - 5 | Yes | 1 - 7 | 1 |
| Discussion Forums  70 pts  Obj: 1,6,9,10,11 | KTS  6,7,8,9 | 2.4, 3,3, 5.4 | 1,2,4,5 | 3,4,5 | Yes | 1,3,4,6,7 | 1 |
| Clinical/Field Hours  100 pts  Obj: 1,5,6,8,10,11 | KTS  1,2,3,4,5,6,7,8,10 | 3.3, 5.4 | 1 - 8 | 2 - 5 | Yes |  | 1 |
| Attendance/Participation  80 pts  Obj: 1-11 | KTS  6,7,8,9 |  | 1,2,3 |  |  |  |  |
| [ title, pt. value ]  Obj: |  |  |  |  |  |  |  |

# CU Diversity Proficiencies (from KTS) PROFESSIONAL STANDARDS

addressed in this course.

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

# Council of Exceptional Children Standards

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

# Kentucky Common Core Standards and College Readiness Standards

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

**Interstate Teacher Assessment and Support Consortium (InTASC)**

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASC 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (ILA)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (CAEP)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Specialized Professional Association (SPA) Standards**

(i.e. early childhood, special education, school counselors)

**EVALUATION Process and expectations:**

# Class Attendance and Participation (KTS 6, 7, 8, 9) (InTASC 1, 2, 3)

Class attendance will be checked. Two unexcused absences (at instructors discretion) results in

an automatic “F” for the course. Please notify the instructor by phone if you are to be absent. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (reflective writing assignments). Students must contribute to class discussion questions. Each of the 8 class/chat sessions will represent 10 points. Attendance and participation in all of the scheduled chats will result in a total of 80 points earned for this course.

**Course Assignments/Assessments**

*All assignments must be word-processed using Microsoft Word formatted for XP & MS Word 2003 or higher.*

* + - **Behavior Intervention Plan and Functional Behavior Assessment (KTS 2,3,4,7,8) (InTASC 1-10) (CEC 1-7) (ILA 2-5) (CAEP 1) (Diversity 2.2, 3.3, 4.2, 5.4, 8.1)**

Complete a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP) that covers all major components of behavior intervention including identification, assessment, reinforcement techniques, and replacement skills to improve student behavior. For the FBA you and another selected staff member will observe the student in two (2) different settings and in two (2) different time periods, to determine the target behavior. You must agree on the target behavior to complete the FBA and develop the BIP. Forms for the FBA and BIP are located in the top section of the course page.

# Behavior Management Paper (KTS 2,3,4,7,8) (InTASC 1-10) (CEC 1-7) (ILA 2-5) (CAEP 1) (Diversity 2.2, 3.3, 4.2, 5.4, 8.1)

# Students will construct a Behavior Management Paper that involves all aspects of behavior management. The paper will include causes of deviant behavior and strategies for behavior improvement. A minimum of ten (10) pages and five (5) references is required. APA Style.

# Tough Kid Book Questions (KTS 1,2,4,5,7) (Diversity 1.2, 5.4, 6.3) (ILA 1,3,5)

# (InTASC 4,5,6) (CEC 3,4,5) (CAEP 1)

Students will answer questions from the *Tough Kid Book*. There is a total of 30 questions x 5 points per question = 150 total points for the course. The questions will be

provided by the professor.

**Kerr and Nelson Text Questions(KTS 1,2,4,5,7) (Diversity 1.2, 5.4, 6.3) (ILA 1,3,5) (InTASC 4,5,6) (CEC 3,4,5) (CAEP 1)**

These text questions count as weekly Quizzes in place of a final exam. The questions will be provided by the professor.

#  Clinical/Field Hours (KTS 1, 2, 3, 4, 5, 7, 8, 10) (ILA 2-5) (InTASC 1-8) (CAEP 1) (Diversity 3.3, 5.4)

Students will participate in **twenty (20) hours** of field experience. Seven hours (7) elementary level, six hours (6) middle school level and seven hours (7) high school level. Field experiences

provide a variety of opportunities to classroom management and implementation of behavior management strategies and teaching of social skills. The defining characteristic of field experience is experience with students, whether in your own classroom or another. (1) Observation and (2) assist cannot be within your own classroom. Use pseudo names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the Campbellsville University’s School of Education web page). Logs must be kept of the field experience and a 2 -3 page reflection must be written. The originals must be sent to the Special Education Program office (FAX 270-789-5508) and a copy sent to the professor. The form must be completed in order to receive credit, and reflection guidelines are on page 2 of the field hour summary form.

**KFETS – Field Tracking System**

**Kentucky Field Experience Tracking System (KFETS)**

KFETS is a tracking system for field hours set by the KY Education Professional Standards Board. Students will complete the current paper forms as in the past; 2014-15 forms are located on the SOE web page ([www.campbellsville.edu/mase](http://www.campbellsville.edu/mase)). In addition, students will now log in to their EPSB account and log in their field hours; by course, by hour, by district, by school, by teacher, by period. The link for EPSB is ([www.epsb.ky.gov](http://www.epsb.ky.gov)). I have already created the required information for all MASE courses in KFETS so nothing is required of you at this time. You will need to ask your students complete this task before the end of each 8-week session. To help the students, there is a tutorial on the EPSB site. As always, please encourage your students to call this office for help.

**Clinical/Field Hours: 20** hours (minimum)

Clinical hours must be entered into the Kentucky Field Experience Tracking System (KFETS) prior to the due date set by the course instructor.

Candidates teaching on a Temporary Provisional Certificate will not be asked to complete the required 20 hours nor enter the hours in KFETS. However, candidates will complete clinical hours tied to specific course assessments/assignment; but may not be required to complete the total hours set for the course. Also, candidates will be allowed to complete clinical experiences in their own classroom if teaching on a Temporary Provisional Certificate. A candidate teaching in a long term substitute teaching position will be required to complete all clinical hours set for the course.

# Discussion Forums ((KTS 6, 7, 8, 9) (CEC 1, 3, 4, 6, 7) (InTASC 1, 2, 4, 5) (ILA 3, 4, 5) (Diversity 2.4, 3.3, 5.4) (CAEP 1)

Students will participate in weekly Discussion Forums where they will post an original response to a question/item and post responses/comments to two classmates’ original posts. A rubric will be used to grade responses.

# Grading System

**Course Grading Scale**

93 - 100% = A

86 - 92% = B

79 - 85% = C

72 - 78% = D ( Below 72 = F)

|  |  |
| --- | --- |
| Discussion Forums (10 points x 7 DQ’S)  BehaBehavior Intervention Plan | 70 P |
| Functional Behavior Assessment  Functional Behavior Assessment 100 | 100 |
| Behavior Intervention Plan | 100 |
| Behavior Management Paper | 150 |
| *The Tough Kid Book* Questions = 30 x 5 Pts. EachE Each) ((((((points75x2points | 150 |
| Text Questions (60 x 5 points each) | 300 |
| Field Hours | 100 |
| Class Participation | 80 |

\_\_\_\_\_\_\_\_\_\_

**Total 1050 Points  
   
\*\*NOTE: A FIVE (5) POINT DEDUCTION PER CALANDAR DAY WILL BE GIVEN**

**FOR LATE ASSIGNMENTS.**

**\*A COVER PAGE IS REQUIRED FOR ALL ASSIGNMENTS WITH THE EXCLUSION OF THE DISCUSSION FORMS. THE COVER PAGE WILL INCLUDE THE NAME OF THE ASSIGNMENT, STUDENT NAME, SED 506 AND DATE. IF AN ASSIGNMENT DOES NOT CONTAIN A COVER PAGE, A FIVE (5) POINT DEDUCTION IN THE SCORE WILL BE RECEIVED.**

**Incomplete Policy**

*In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with* ***justifiable cause****, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form. This form can be obtained by contacting the Special Education Program Office or by accessing the University web page (*[*www.campbellsville.edu/mase*](http://www.campbellsville.edu/mase)*). It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.*

*If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than* 8 *weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.*

***Campbellsville University’s Online Course Attendance Policy:***

*Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th  of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th  of the scheduled class) without contact with the student would fail the course and a WA would be recorded.*

# Plagiarism Statement

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s

paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials with the exclusion of the textbook are delivered via the Internet.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Title IX**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office of Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**References**

Burden, Paul R. (2003). *Classroom Management- Creating A Successful Learning Community.*

New York, New York. John Wiley & Sons.

Charles, C. M. (1999). *Building Classroom Disciplines.* Boston: Allyn and Bacon. Canter, Lee and Canter, Marlene (1988). *Assertive Discipline.* Santa Monica: CA.

Carter, S. (1994, November). *Interventions: Organizing systems to support competent social behavior in children and youth.* Eugene, OR: Western Regional Resource Center.

Cartledge, G., & Cochran, L. (1993, Spring). *Developing cooperative learning behaviors in students with behavior disorders. Preventing School Failure,* 37(3), 5-10.

Chazan, M., Laing, A.F., & Davies, D. (1994). *Emotional and behavioral difficulties in middle childhood: Identification, assessment, and intervention in school.* London, England: Falmer Press.

Cambone, J. (1994). *Teaching troubled children: A case study in effective classroom practice.*

New York: Teachers College Press.

Cummings, Carol. *Winning Strategies for Classroom Management.* Alexandria, Virginia.

Association for Supervision and Curriculum Development.

Dice, M.L. (1993). *Intervention strategies for children with emotional or behavioral disorders.*

San Diego, CA: Singulair.

Dunlap, G., dePerczel, M., Clarke, S., Wilson, D., Wright, S., White, R., & Gomez, A. (1994).

Choice making and proactive behavioral support for students with emotional and behavioral challenges. *Journal of Applied Behavioral Analysis*, 27: 505-518.

Epanchin, B.C., Townsend, B., & Stoddard, K.(1994). *Constructing classroom management: Strategies for creating positive learning environments.* Pacific Grove, CA: Brooks/Cole.

Karlin, J.S., & Berger, R.(1992). *Discipline and the disruptive child: A new, expanded, practical guide for elementary school teachers* (2nd ed.). Englewood Cliffs, NJ: Parker.

Mendler, A.(1994, Fall). *Behavior management in the inclusive classroom*. *Journal of Emotional and Behavioral Problems*, 3(3), 59-60.

Newcomer, P.L. (1993). *Understanding and teaching emotionally disturbed children and adolescents* (2nd ed.). Austin, TX: Pro-Ed.

Owen, I. (Ed.) (1994, Spring). *Dealing with aggressive and violent students [special issue]*.

*Preventing School Failure,* 38(3).

Rockwell, S. (1993). *Tough to reach, tough to teach: Student with behavioral problems.*

Reston, VA: Council for Exceptional Children.

Rosenberg, M. S., Wilson, R., Maheady, L., & Sindelar, P.T. (1991). *Educating students with behavior disorders.* Boston: Allyn and Bacon.

Smith, M. (1993). *Modification for Exceptional Children and Youth.* Boston, MA: Andover Medical Publishers.

Walker, H.M., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in school: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole.

Wolfgang, C. H. (1995). *Solving discipline problems: Methods and models for today’s teachers (3rd ed.).* Boston, MA: Allyn and Bacon.

Wong, K.L.H., Kauffman, J.M., & Lloyd, J.W.(1991, November). *Choices for integration: Selecting teachers for mainstreamed students with emotional and behavioral disorders. Intervention in School and Clinic,* 27(2), 108-115.

Workman, E.A., and Katz, A.M. (1995). *Teaching behavioral self-control to students* (2nd ed.).

Austin, Texas: Pro-Ed. Zoints, P. (1996).