**Campbellsville University Online**

**School of Education**

**SED 696-01-G3/ 2016-17**

**Effective Strategies for Improving Students’ Classroom Behavior**

**Instructor:** Nathan Havens

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**Information:** 3 Credit Hours

**ClassTime:** Thursday, 8:00-9:15 p.m.

October 24-December 17, 2016

**Classroom:** Online

**Virtual Office Hours:**

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference.

***THEME: “EMPOWERMENT FOR LEARNING”***



**Required Text**

Alberto, P.A., & Troutman, A.C. (2013). *Applied behavior analysis for teachers (9th ed.).* Upper Saddle River, NJ: Merrill. ISBN 10: 0132655977; ISBN-13: 9780132655972. <http://www.pearsonhighered.com/educator/product/Applied-Behavior-Analysis-for-Teachers/9780132655972.page>

All required reading materials for this course can be found in the textbook, Internet site for this course and within the CU web site and the Library databases.

Suggested Supplemental Resource

Sprick, R. (2012). *Teacher’s encyclopedia of behavior management (2nd Ed.)* Eugene, OR: Pacific Northwest Publishing. <http://pacificnwpublish.com/products/Teacher's-Encyclopedia-of-Behavior-Management,-2nd-Edition%3A-100%252b-Problems%7B47%7D-500%252b-Plans.html>

**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, (d) apply behavioral procedures in educational settings, and (e) understand interconnections between biological, cognitive, social, and emotional dimensions of behavior.

**School of Education Mission Statement**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is the most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by:

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Methods of Instruction**

The instructional methods will include:

* online learning lessons
* individual consultation with instructor
* online discussion groups and threaded discussions
* teamwork
* collaborative / cooperative learning activities
* classroom observation and practice in a P-12 classroom

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

**Alignment with National and State Standards**

**Kentucky Common Core Standards and College Readiness Standards**

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

**Kentucky Teacher Standards (KTS): Diversity Proficiencies**

2.2 Uses contextual data to design instruction relevant to students.

3.3 Values and supports student diversity and addresses individual needs.

4.2 Implements instruction based on diverse student needs and assessment

data.

5.4 Describes, analyzes, and evaluates student performance data to determine

progress of individuals and identify differences in progress among student

groups.

8.1 Identifies students where learning could be enhanced by collaboration.

**Council for Exceptional Children Standards**

Standard #1-Foundations: ICC1K1, ICC1K3, ICC1K7, ICC1K8, BD1K2, BD1K3, LD1K4

Standard # 2-Development and Characteristics of Learners: ICC2K1, ICC2K7, BD2K1, LD2K3

Standard #3-Individual Learning Differences: ICC3K1, ICC3K4, LD3K1

Standard # 4-Instructional Strategies: ICC4S1, ICC4S3, ICC4S5, ICC4S6, BD4S1, BD4S2, LD4K1, LD4S1, LD4S7, LD4S8, LD4S9, LD4S10, LD4S11

Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13

Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2

Standard #7-Instructional Planning: ICC7S2, CC7S9, ICC7S11, BD7S2,

Standard #8-Assessment: ICC8K2, ICC8S2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2

Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4

ICC9S6, LD9K2

Standard # 10-Collaboration: ICC10K1, ICC10K3, ICC10S1, ICC10S6, BD10S1, LD10K2

**Course Objectives**

Upon completion of this course, candidates will be able to:

1. Develop comprehensive programs in collaboration with team members. (CC5S6, CC7S3, CC10S9; BD7S1)
2. Design functional classrooms for individuals with disabilities. (CC5K2, CC5S5; BD4S1)
3. Utilize frequency, duration, latency, interval, and other measurement and recording procedures related to target behavior. (CC5S6; BD8S2)
4. Understand and use the principles of behavior for the design, implementation, and evaluation of students’ academic and social performance in the classroom. (CC4S5, CC5S2, CC5S11; BD4S3; BD4S4; BD7S1)
5. Apply basic classroom management theories and strategies for students with disabilities based on functional behavior assessments. (CC5S5, CC5K2, CC5S11, CC7S4; BD4S1; BD4S3; BD8S1)
6. Design and implement comprehensive behavior management plans. (CC4S5, CC5S5, CC5S10; BD4S1; BD4S3; BD4S4; BD7S1)
7. Monitor and evaluate implementation of behavior support plans. (CC5S6, CC8S8)
8. Discuss ethical and professional issues surrounding the use of applied behavior techniques. (CC1K2, CC9S1, CC9S2, CC9S4)
9. Discuss theories of reinforcement techniques to be utilized with students with disabilities and plan individualized reinforcement systems. (CC1K2, CC5K2, CC7S2; BD1K3)

**Course Assignments/Assessments**

More complete instructions for readings and assignment instructions, dues dates and the rubrics on expectations are provided in a separate document, Summary of Assignments. All assignments must be attempted and must be word-processed using Microsoft Word formatted for XP & MS Word 2003 or higher.

**Class Participation (KTS 6, 7, 8, 9)**

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 the student would fail the course and a WA would be recorded. Class attendance is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class in small and large group online discussions, study questions and reflective writing assignments. Students must contribute to class discussions. Exit slips, discussion board and other strategies are included as part of participation.

**Collaboration Project (3, 5, 7, 8)**

The Collaboration Project includes a completed **TPA Task D** form, a functional behavior assessment report (**FBA with data**), and a Behavior Intervention Plan **(BIP)** based on the findings of the functional assessment of the problem behavior of a student with mild to moderate disabilities. Work cooperatively with a classroom teacher and also parent, if possible, to provide a cohesive structure for behavioral improvement. Replacement skills within the BIP must be taught. Write a summary of the collaborative efforts including a description of the student’s response to the intervention. The Collaboration Project and all components are designed to be a portfolio item, so all components should be the candidate’s original work.

**Functional Behavior Assessment (KTS 5, 8)**

Identify a student whose behavior could be improved by intervention efforts. Gather information related to the target behavior, attach observations and indirect data you collect, and prepare a written summary on the state FBA report form that summarizes (a) setting events, (b) antecedents, (c) behaviors, (d) consequences, and (e) the possible function of the behavior.

**Behavior Intervention Plan (KTS 2, 3, 4, 7, 8)**

Develop and implement a behavior intervention plan for the student with behavior problems, with a focus on creating and maintaining a positive learning climate. The plan shall include:

* Narrative paper, with the following components:
  + Target student’s demographic information (e.g., age, IQ, achievement scores, disability, behavioral problems)
  + Dependent variable (operational definition of the target behavior)
  + Data collection method (e.g., event recording, interval recording) must be described in detail.
  + Independent variable (intervention) must be described. Support your selection by referring to the journal articles in your references.
  + Experimental design (e.g., baseline and intervention phases)
  + Data analysis (discuss functional relationship between the behavior and the intervention)
  + Conclusion
  + Recommendations for future research (what you can do differently in the future to advance science).
  + References (journal article citations in APA format)
  + Appendix: a graph of baseline-intervention data and your blank data collection sheet.

**Article Summaries (KTS 7, 9)**

Read and prepare written summaries of three (3) research-based articles from peer reviewed journals regarding interventions used in for behavior management (e.g., token systems, contingency contracting, differential reinforcement, aversive procedures, visual prompts, forward/backward chaining, task analysis, sequential modification, skill generalization, self-management, positive behavior support). Priority is on articles that address the target behavior of your student and research-based interventions. All products should be written using the template provided by the instructor, according to APA guidelines, and developed as Microsoft Word documents.

**Field Experiences (KTS 1, 2, 3, 4, 5, 7, 8, 10)**

Candidates will participate in **six (6) hours** of field experiences which cannot be completed in your own classroom. Field experiences provide a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct small and whole groups, (5) conduct applied research, and (6) work with school partners. These hours will be used to complete course assignments described under the Collaboration Project. A two - three page reflection must be written about the overall experience. Use artificial names when you write about learners, teachers, and districts to maintain confidentiality. The Field Summary form must be completed documenting the field experiences. The form and reflection must be mailed, emailed or faxed to the Special Education Program office (270-789-5508), and also posted in the assignment drop-box in the course for the instructor. The Field Summary form must be completed in order to receive credit.

**Personal Philosophy of Behavior Management (KTS 1, 7)**

Develop a formal paper in which you reflect upon and analyze the ethics of controlling another’s behavior. Explain the ethical principles by which you plan to abide in the setting(s) where you will apply techniques of behavior management. Give this assignment serious thought and reflection. Indicate when intervention is appropriate in the setting in which you plan to conduct your project. When is it appropriate to control the behavior of others? Use examples, personal experience, references, and/or any other information necessary to clearly present your personal philosophy of managing the behavior of others. The paper should be a minimum of five pages and written in APA style.

**Graphing Exercise (KTS 5, 6)**

Create a line graph depicting an “AB” design using Microsoft Excel to show a set of hypothetical student behavior data. Submit the completed graph along with a written explanation of (a) the purposes of using graphs to display student data, (b) the benefits of using graphs to display student data, (c) how student data can be used to make instructional decisions, and (d) how you would use graphs in progress monitoring and parent reporting.

**Data Collection Activity (KTS 1, 6)**

This activity includes two parts: Part one requires candidates to view a two-minute video and use a specific data collection method to document when subjects engage in an operationally defined target behavior. Part two of this activity requires candidates to read a list of scenarios and identify which data collection method should be used to document target behaviors.

**Quizzes (KTS 1, 7, 9)**

Each week, a quiz with 10 or more questions or a short application of the week’s content and readings (text and articles/web links) will be posted. Quizzes must be completed by the following class. Some questions are designed to prepare you for Praxis II multiple choice questions related to behavior and the learning environment. Students are expected to review the content outline for the behavior section in the Praxis II LBD “Test-at-a-Glance” from ETS and prepare to meet professional expectations in KTS Standard 3 Creates and Maintains Learning Environments and CEC Standard 5 Learning Environments and Social Interactions.

**Grading System**

**Assignment**   **Points**

Class Participation

Class attendance and exit slip 80

Discussion board 80

Collaboration Project

Task D 50

Functional Assessment 50

Behavior Intervention Plan 100

Article Summaries (3 @ 20 points each) 60

Field Hours and Reflection 60

Personal Philosophy of Behavior Management 75

Graphing Exercise 25

Data Collection Activity 20

Quizzes 80

**Total 680**

**Course Grading Scale Total Points**

93% – 100% = A 605 – 650

86% – 92% = B 559 – 604

79% – 85% = C 514 – 558

72% – 78% = D 468 – 513

Below 72% = F below 468

**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 9 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”.

**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.” (2013-14 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.

In addition, double-dipping (submitting the same assignment in different courses) is not allowed. All work on the Collaboration Project must be the candidate’s original work.

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.

*Special note to students enrolled in special education program: All students are required to take an online module regarding plagiarism/cheating before beginning formal coursework.*

**Technical Support and Assistance**

Students are required to have a computer, e-mail, headset with audio and microphone, 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.

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