

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

(UNIT: School of Education)
(DEPT: Specialized Education Services)

COURSE SYLLABUS – fall 2005

1. **Course Prefix and Number:** SES 466
2. **Course Title:** Positive Behavioral Supports for Students with Exceptional Needs
3. **Credits:** 3
4. **Course Prerequisites/Corequisites:**
SES 250 Introduction to Professions in Specialized Education Services and SES 252 Survey of Learning Disabilities and Behavior Disorders -OR- Permission of the instructor;
Concurrent with 350A: Interprofessional & Instructional Field Experience
5. **For Whom Planned:** Undergraduate level students seeking the LD/BED initial teacher licensure.
6. **Instructor Information:**

Instructor: Julie I. Bost, M.Ed.
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Office Hours: by appointment
Class Meetings: Mondays 5:00-7:50pm, Graham 313
7. **Course Purpose/Catalog Description:** This course considers perspectives on school behavior issues and cultural influences on them. It is designed to prepare pre-professional teaching students to address the behavior needs of students with learning differences or emotional/behavioral disorders. It is intended to clarify the legal requirements for dealing with matters of discipline related to students receiving special education services, to give students the knowledge and skills to effectively design, develop, implement, and evaluate strategies to reduce inappropriate and increase appropriate behavior, and to help students understand the role of culture and environment on behavior.
8. **Teachers Academy Conceptual Framework Mission Statement:** *The mission of professional education at UNCG is to prepare and support the professional development of caring, collaborative, and competent educators who work in diverse settings. This mission is carried out in an environment that nurtures the active engagement of all participants, values individual as well as cultural diversity and recognizes the importance of reflection and integration of theory and practice. UNCG's professional education programs are guided by shared commitments to: (a) equity and excellence in teaching, research, and service; (b) professional integrity and ethical deliberation in dealing with students and colleagues (university-based, school-based, and community-based); (c) the construction of a professional knowledge base through*

collaboration and collegiality; and (d) the dissemination of professional knowledge, skills and dispositions through the preparation and continuing professional development of teachers, principals and other school personnel.

9. Course Goals and/or Objectives/Student Learning Outcomes:

At the conclusion of the course, students should be able to:

1. Understand the nature and characteristics of behavior problems exhibited in school settings by students with disabilities.
2. Describe the influence of culture on expectations for behaviors and teacher responses to student behavior.
3. Analyze school classroom settings as they relate to student behavior (space, walls and ceilings, organization and routines, transitions, and so on).
4. Use principles and positive practices of behaviorism to change student behavior (data collection, goal setting, use of reinforcements and consequences, group and individual intervention systems, punishment and its impact, etc.).
5. Use an ecological perspective to analyze student behaviors.
6. Use life space interviewing, reality therapy, and other strength-based and positive therapeutic approaches to respond to student behavior.
7. Use response cost, token economies, commercial classroom management systems, and other behavior interventions, adapting each to specific student needs.
8. Conduct a functional assessment of a student's behavior and make strength-based recommendations based on the assessment by creating a behavior intervention plan.
9. Plan lessons for and teach social skills to students with learning and behavior disabilities.
10. Describe legislative and legal issues related to the behavior of students with disabilities and relate these to family and cultural perspectives, incorporating a system of care philosophy.
11. Outline strategies for including students with behavior disorders in general education classrooms and activities, including the appropriate use of technology.
12. Outline ethical issues related to responding to student behavior, including the importance of developing integrated systems to responding to students (family, school, agency, and community).

ISTE National Educational Technology Standards:

IV. 2. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning

- Evidence(s):
1. prepare data collection worksheets
 2. graphically represent data to facilitate interpretation and communication
 3. observe the use of computerized continuous performance assessment

V. 3. Apply technology to increase productivity

- Evidence(s):
1. use technology to search for info on behavior interventions
 2. use software programs to score behavior rating scales
 3. prepare intervention plans

10. **Teaching Strategies:** lecture, class discussions, in-class activities, e-activities, demonstrations, case examples, case studies, and formative evaluation.

11. Evaluation Methods and Guidelines for Assignments:

Course Requirements:

1. You are expected to attend all classes. There will be graded activities shared and/or completed during classes. If you **must** miss a class, please notify me **before** class. You are responsible for any concepts missed, but you cannot typically make up the activities. Be aware that your grade may be impacted by both tardiness and absences.
2. You are expected to prepare all assigned materials before class in order to better participate in class discussions. You should be prepared to share your opinions and contribute appropriately to class activities. You should also be ready to discuss major points from any assignments, readings, and/or projects that are due in class.
3. There will be a midterm exam and comprehensive final examination. You are expected to complete each of these assessments during the scheduled time. If this is not possible, it is your responsibility to make alternative arrangements with me **prior** to the time of the assessment.
4. You are expected to complete all projects and other assignments as scheduled throughout the semester. Separate handouts will detail the criteria for these assignments. Should you choose to exceed the required deadlines, a 5 point per day penalty may be assessed. Breaches of student confidentiality may result in additional point loss.
5. You are expected to present yourself in a professional manner practicing academic integrity at all times. This includes but is not limited to the use of correct grammar and spelling in your assignments along with the absolute avoidance of plagiarism. Remember that your academic integrity is a critical component of your effectiveness.

Grading:

Assignments:

| | |
|---|-----|
| Informed class participation/Evidence of engagement in learning* (weekly) | 75 |
| E-activities and discussions (as posted) | 100 |
| Positive Behavioral Support Project (weekly Application Activities) | 275 |
| Research Project/Presentation/Brochure | 100 |
| Behavior Management Philosophy | 150 |
| Midterm Exam | 150 |
| Final Exam** | 150 |

*Note: Informed class participation means that your responses show a clear connection to course concepts and materials. You should be prepared to discuss the readings and your experiences/ideas in the context of those readings. Evidence of engagement in learning can be shown with preparedness, on-time attendance, effort to complete activities thoroughly, positive non-verbals, respect for others, improvement, and self-advocacy. Five point deductions will be given for each absence exceeding 2.

**Extra Credit may be earned for (a) showing evidence of membership in a professional organization or (b) showing evidence of attending a conference session addressing the needs of exceptional learners.

Grading Scale:

| | | | |
|--------------|--------------|--------------|---------------|
| A = 940-1000 | A- = 900-939 | B+ = 870-899 | B = 830-869 |
| B- = 800-829 | C+ = 770-799 | C = 730-769 | C- = 700-729 |
| D+ = 670-699 | D = 630-669 | D- = 600-629 | F = Below 600 |

12. **Required Text(s)/Readings/References:**

Alberto, P. A., & Troutman, A. C. (1999). *Applied behavior analysis for teachers* (7th ed.). Upper Saddle, NJ: Merrill Prentice Hall.
(Excellent Companion Website included at <http://www.prenhall.com/alberto>.)

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S., (1997). *Functional assessment and program development for problem behavior* (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

13. **Topical Outline:**

Tentative Schedule:

| | Topic(s) | Assignment(s) |
|----------|--|---|
| 8/15/05 | Course Overview; Legal/Ethical Issues and the Role of Personal Bias | Alberto (A) Ch. 12 |
| 8/22/05 | From Foundational Theories to Positive Behavioral Support | A Ch. 1; Application 1 due |
| 8/29/05 | Understanding Operant Conditioning; Using Behavioral Objectives to Initiate Change | A Ch. 2; & pgs. 20-21 |
| 9/05/05 | Labor Day Holiday | |
| 9/12/05 | Research Project Presentations | BED/ PBS brochure due |
| 9/19/05 | Data Collection Procedures | A Ch.3: Application 2 due |
| 9/26/05 | Making Data Meaningful with Graphs | A Ch. 4 & 5; Application 3 due |
| 10/3/05 | Establishing the Function of Behavior with FBAs | A Ch. 6 and O'Neill (O) Ch. 1-2; Application 4 due |
| 10/10/05 | Fall Break | |
| 10/17/05 | Field Project on FBAs | Midterm due as directed |
| 10/24/05 | Using FBA input to create BIPs | O Ch. 3-4; Application 5 due |
| 10/31/05 | Increasing Desirable Behaviors | A Ch. 7; Application 6 due |
| 11/07/05 | Decreasing Undesirable Behaviors | A Ch. 8; Application 7 due |
| 11/14/05 | Shaping Replacement Behaviors | A Ch. 9; Application 8 due |
| 11/21/05 | Generalization and Self-Monitoring Techniques | A Ch. 10-11; Application 9 due |
| 11/28/05 | Social Skills Training and Therapeutic Intervention Approaches | Additional Readings; Philosophy of Behavior Management due |
| 12/05/05 | Maintaining Supportive Environments: Share | Additional Readings; |

| | | |
|----------|---|---------------------------|
| | and Discuss Results from Application Series | Application 10 due |
| 12/14/05 | Final Exam | 3:30-6:30 |

14. Other Information:

Academic Integrity: Students in this course are expected to abide by the UNCG academic honor code. This policy is described in the UNCG *Undergraduate Bulletin*.

Plagiarism is presenting someone else's work as your own. Whether the act is deliberate or unintentional is irrelevant. You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and proper citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class may result in a zero on that assignment and a report of the incident to the registrar.

Flexibility: The schedule subject to change due to changes in instructional needs or unforeseen situations, such as weather. Students will be consulted before a change is made. Common sense and instructor discretion will be the governing forces in dealing with any circumstances that may arise that are not explicitly addressed in this syllabus.

Accommodation for Disability: If a student has a health problem or disability that may impact on the student's performance, the student must schedule an appointment with the instructor before the third class meeting to discuss accommodations.

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) or to access one of the internet sites that provides a summary of this information. All work produced outside of class must be typed.

15. Recommended Text(s) and/or Readings: To be announced.

16. Alignment with State and National Standards: Course objectives are based on the CEC and NC DPI standards. See attached matrices.

Council for Exceptional Children Standards
UNCG – Special Education: General Curriculum

| Content Standards | SES 250 | SES 465 | SES 466 | SES 472 |
|--|----------------|----------------|----------------|----------------|
| Foundation | X | | | |
| Development & Characteristics of Learners | X | | | |
| Individual Learning Differences | X | | | |
| Instructional Strategies | | X | X | X |
| Learning Environments & Social Interactions | | X | X | |
| Communication | | | | X |
| Instructional Planning | | X | X | X |
| Assessment | | | X | |
| Professional & Ethical Practice | | X | X | |
| Collaboration | X | X | | |

NC DPI Core Standards
UNCG – Special Education: General Curriculum

| Core Standards | SES 250 | SES 465 | SES 466 | SES 472 |
|--|---------|--------------------------------------|---------|------------------|
| <p><u>Standard 1:</u> Teachers know the content they teach.</p> | | 1.1-1.4 | | |
| <p><u>Standard 2:</u> Teachers know how to teach students.</p> | | 2.2, 2.3, 2.6, 2.7, 2.10, 2.11 | | 2.5, 2.6, 2.8 |
| <p><u>Standard 3:</u> Teachers are successful in teaching a diverse population of students.</p> | 3.1 | 3.1, 3.2, 3.4 | 3.4 | 3.4 |
| <p><u>Standard 4:</u> Teachers are leaders.</p> | | 4.1-4.6 | | |
| <p><u>Standard 5:</u> Teachers are reflective about their practice.</p> | | 5.1-5.4 | | |
| <p><u>Standard 6:</u> Teachers respect and care about students.</p> | | 6.1-6.4 | | |

NC DPI Special Education Standards
UNCG – Special Education: General Curriculum

| Special Education Standards | SES 250 | SES 465 | SES 466 | SES 472 |
|--|---------|------------------|---------|----------|
| Standard 1: Teachers have a knowledge base for each of the basic skills in language arts and mathematics. | | | | 1.3 |
| Standard 2: Teachers have a broad and working knowledge of research-based learning strategies and their relationship to the learning of individual students. | | | | 2.1, 2.2 |
| Standard 3: Teachers teach students to use behaviors that promote success in the learning environment. | | | 3.1-3.5 | 3.2 |
| Standard 4: Teachers organize effective student learning environments. | | | 4.3 | |
| Standard 5: Teachers use a variety of assessment techniques to determine instructional content, instructional procedure, and documentation of student learning and progress. | | | | |
| Standard 6: Teachers explicitly teach research-validated instructional and behavior strategies to facilitate learning across the curriculum. | | 6.1-6.3 | | 6.3 |
| Standard 7: Teachers use systematic, explicit, multi-sensory methods to teach reading, written expression, and mathematics. | | 7.2, 7.4, 7.6 | | 7.5 |
| Standard 8: Teachers use knowledge about cultural, socio-economic, and family dynamics to guide instructional and/or management planning and selection of teaching techniques. | 8.1 | | | |
| Standard 9: Teachers know the process and procedures for providing special education services. | 9.1 | 9.2-9.4 | | |
| Standard 10: Teachers collaborate and consult with general education teachers, parents, and other professionals. | | 10.3, 10.4 | | |
| Standard 11: Teachers pursue continued professional development and learning to improve schools and advance knowledge. | | 11.1 | | |

NC DPI Diversity Standards
UNCG – Special Education: General Curriculum

| Diversity Standards | SES 250 | SES 465 | SES 466 | SES 472 |
|---|---------|----------|---------|---------|
| <p><u>Standard 1:</u></p> <p>Teachers understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and can create classroom environments and learning experiences that make these aspects of subject matter accessible, meaningful, and culturally relevant for diverse learners.</p> | 1.3 | 1.2 | 1.3 | 1.1 |
| <p><u>Standard 2:</u></p> <p>Teachers understand how students’ cognitive, physical, socio-cultural, linguistic, emotional, and moral development influences learning and address these factors when making instructional decisions.</p> | | 2.1-2.3 | | 2.1 |
| <p><u>Standard 3:</u></p> <p>Teachers work collaboratively to develop linkages with parents/caretakers, school colleagues, community members and agencies that enhance the educational experiences and well-being of diverse learners.</p> | 3.3 | 3.4 | | |
| <p><u>Standard 4:</u></p> <p>Teachers acknowledge and understand that diversity exists in society and utilize this diversity to strengthen the classroom environment to meet the needs of individual learners.</p> | 4.3 | 4.4 | 4.4 | 4.4 |
| <p><u>Standard 5:</u></p> <p>Teachers of diverse students demonstrate leadership by contributing to the growth and development of their colleagues, their school, and the advancement of educational equity.</p> | | 5.1-5.3 | | |
| <p><u>Standard 6:</u></p> <p>Teachers of diverse students are reflective practitioners who are committed to educational equity.</p> | | 6.1, 6.2 | 6.1 | 6.1 |

NC DPI and ISTE Technology Standards
UNCG – Special Education: General Curriculum

| Technology Standards | SES 250 | SES 465 | SES 466 | SES 472 |
|---|---------|----------|---------|---------|
| <p><u>Standard 1:</u></p> <p>Teachers demonstrate a sound understanding of technology operations and concepts.</p> | | | | |
| <p><u>Standard 2:</u></p> <p>Teachers plan and design effective learning environments and experiences supported by technology.</p> | | 2.3-2.5 | | |
| <p><u>Standard 3:</u></p> <p>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> | | 3.3, 3.4 | | |
| <p><u>Standard 4:</u></p> <p>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> | | | 4.2 | |
| <p><u>Standard 5:</u></p> <p>Teachers use technology to enhance their productivity and professional practice.</p> | | | 5.3 | 5.1 |
| <p><u>Standard 6:</u></p> <p>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.</p> | | | | |