

SYLLABUS

COURSE NUMBER: SES 659
COURSE TITLE: Behavior Management
CREDITS: Three semester hours

PREREQUISITES/COREQUISITES:

Admission to PAIL or M.Ed. programs in special education or permission of instructor.

FOR WHOM PLANNED:

This is a required course in the major for students admitted to the PAIL and M.Ed. programs in specialized education services.

INSTRUCTOR INFORMATION: Dr. Katherine (Kate) Hibbard
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Phone: 508-626-4830
Office: Online at our course Blackboard site or c/o SES
Dept., 200 Ferguson Bldg.

COURSE PURPOSE/CATALOG DESCRIPTION:

Concepts, skills, and practices for understanding and using principles of behaviorism in the education of students with behavior/emotional disabilities as well as other needs.

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, 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.

COURSE OBJECTIVES:

Participants who successfully complete this course will have demonstrated their ability to:

1. Use a variety of data collection techniques to collect, analyze and present observational and other information about a student's behaviors and the potential functions of the behaviors to diverse stakeholders such as team members, parents and the student
2. Use data to select, plan, implement and evaluate positive behavioral intervention strategies to address a student's specific individual behavioral needs
3. Design a token economy, whole class monitoring plan, or other positive management strategy to be used with a class or other group
4. Provide a rationale for using and consistently use person-first language
5. Correctly use terminology commonly associated with data collection, analysis, and presentation; specific management strategies; and other areas related to behavior management
6. Identify possible benefits and concerns associated with specific positive support strategies (such as reinforcement plans, contingency contracting, token economies, cognitive behavior modification) and specific behavior reduction strategies (such as differential reinforcement, time out, and response cost)
7. Identify the school's responsibilities when implementing disciplinary procedures for a student who has identified disabilities, as required under IDEA 2004
8. Identify potential cultural differences with regard to behavioral expectations and rules and describe ways to identify and address these when conducting a behavioral assessment, developing a behavior management plan, and communicating with students and their families

TEACHING STRATEGIES:

Course content will be delivered online through Blackboard.

EVALUATION METHODS AND GUIDELINES FOR ASSIGNMENTS**Instructor and Participant Responsibilities**

We each come to this course with responsibilities in our role as instructor or participant. Because the course is offered in the online environment, some responsibilities differ slightly from those in an on-campus course. If you have any questions about these, please contact your course instructor as soon as possible.

The instructor will:

- *Respond to emails from participants in a timely and professional manner.* Participants can expect a response to emails sent during the week within 48 hours and to emails sent on the weekend within 72 hours.
- *Respond to questions posed in the online office area in a timely and professional manner.* Participants can expect a posted response within 48 hours during the week and within 72 hours on weekends. The instructor will email the participant individually rather than posting

a response in the discussion area if the reply includes information that is sensitive or confidential.

- *Provide constructive feedback and grades on assignments and exams in a timely manner.* The instructor will use the grading materials provided with assignments to give feedback, make recommendations and provide a numerical grade for each assignment. Assignments and feedback will be returned to participants either electronically or via mail (postal system). Grades will be posted in the course grade book (in Blackboard), as well. Grade information is only available to the individual participant and the course instructor. Other participants cannot access any class members' grades except their own. Exams will be graded and the grade posted within one week of the exam due date unless a more timely schedule is required by the College. Assignments will be graded and returned in a timely manner; shorter assignments will be graded within one week of receipt (unless late); longer assignments may take longer to grade.
- *Provide tutoring and other support as needed.* The instructor will be available for tutoring sessions (online, via email, or in some other format) to assist participants who are having difficulty with particular aspects of the course. General tutorial “helps” for specific concepts and skills will be provided for all participants at the course site. Participants are also encouraged to use the support services on campus, when possible.
- *Maintain course participants' confidentiality.*

The participant will:

- *Participate fully in all aspects of the course.* The participant will use and study the course materials, follow the course calendar, meet group responsibilities, and participate in online asynchronous discussions.
- *Submit assignments on time.* To help ensure consistent and fair grading, and to ensure that participants develop the knowledge and skills needed to complete each unit, the participant will submit assignments according to the due dates listed in the course calendar. Assignments that are submitted late, if accepted by the instructor, will be graded by the last day of the final examination for this course.
- *Maintain students' and families' rights to confidentiality.* Assignments and activities in this course may involve observing or and interacting with individual students in educational settings. We must make all efforts possible to protect the privacy of that student, his or her family, and any other person whom we observe. To that end, the participant will change any and all potentially identifying information about a student or other person included in any written work, online discussion or other conversation in order to protect the identity of the person. Recommended practices include: (1) inventing a fictitious school and town, (2) using only first names, and (3) changing the name of the student. *If you have any questions about this, please contact the course instructor.*

NOTE: If you work with children/adolescents who are in state custody and/or who are emancipated minors, please contact the course instructor for specific safeguards appropriate for the individual student.

- *Submit assignments that demonstrate appropriate writing quality for master's degree level graduate work using Standard English (unless another format is appropriate).* Participants will submit quality written work. Participants will edit work carefully. All participants are encouraged to use the writing support services on campus, if possible. A grade of “A” cannot be achieved on an assignment or in the course if there are frequent

writing errors in a participant's work. Information about the UNCG Writing Center is available at <http://www.uncg.edu/eng/writingcenter/>

- *Be proactive and seek assistance when needed.* Both peers and the course instructor are valuable resources for understanding the course material. Participants are encouraged to seek (and provide) assistance.
- *Adhere to UNCG's academic integrity policies.* Participants will use APA format for referencing (e.g. internal citations, references). Because participants are not preparing manuscripts for publication, a modified format for the cover page for each assignment will be provided. Information about APA format is located in the Course Tutorials area at the course web site. Participants will adhere to all other academic integrity policies of UNCG, as well. Information is available at <http://studentconduct.uncg.edu/policy/academicintegrity/>

Course Structure

This course consists of five units:

Unit 1: Classroom Environment

Unit 2: Gathering Behavioral Information about a Student

Unit 3: Increasing Appropriate Behaviors

Unit 4: Reducing Inappropriate or Challenging Behaviors

Unit 5: Legal Issues

All unit materials and assignment instructions are available through the course Blackboard site. To get to the units at the Blackboard site, click on the Units button on the left hand side of your computer screen. Then, select a unit. Each has multiple parts. Work through the parts sequentially. Units will become available as the semester progresses. Initially, you will only be able to see Units 1 and 2. Check your course calendar for information about when you will be able to access Units 3-5. All due dates are listed in the course calendar, as well. Information about where to submit assignments is included with each assignment.

The learning activities in this course require you to have access to a classroom or other educational environment. **If you are not currently working or interning in a classroom or similar educational environment, please let the course instructor know immediately so that appropriate arrangements can be made.

Overview of Graded Learning Activities and Assessments

Unit 1: In this unit, you will complete several tasks that examine the physical environment, rules and procedures used in your classroom. You will submit one final assignment that combines the different pieces. In this unit, the assignment pieces are incorporated throughout the unit materials. 10 points

In **Unit 2**, you will design and implement two different plans to gather observational information about a student's behavior. 18 points total (9 points each)

In **Unit 3**, you will use information you've gathered about a student to design a reinforcement program for an individual child. You will also design a token economy for your classroom or other group. 30 points total (15 points each)

In **Unit 4**, you will design a plan to reduce an inappropriate behavior that a child is exhibiting. 10 points

Discussions: Your first posting will be an introduction. Then, for Units 2, 3 and 4, you will find prompts for discussion about related topics, a reading, etc. Participation in these discussions is a required activity. The course calendar specifies the minimum number of responses required for each discussion. Responses are expected to enhance the class dialogue by asking question, responding to peers' questions, and contributing in other ways to the group's development and understanding. 12 points

Exams: Two exams will be given as part of this course. Whereas the projects assess your ability to design and implement specific assessment and management strategies, the exams will be used to assess broader content knowledge about behavior management from the textbook, readings and other unit materials. The first exam will cover material in Units 1 and 2. The second will cover material in Units 3, 4 and 5. The exams will be given via the course web site. They will include multiple choice, short answer, true/false, and fill-in-the blank type questions. They are closed book exams, and they are designed to be completed in one hour. More information and a study guide will be provided for each exam. 20 points total (10 points each)

There is a total of 100 possible points.

Point-Letter Grade Conversion

Your final point total in this course will be converted to a letter grade per UNCG Graduate School grading policy, as follows:

93-100	A	87-89	B+	77-79	C+
90-92	A-	83-86	B	70-76	C
		80-82	B-	Less than 70	F

Course Accommodations

The School of Education and the Department of Specialized Education Services fully support the University's policy of making its programs accessible to all qualified students. It is policy for faculty members to make accommodations in courses to meet the needs of students with disabilities. The Office of Disability Services (ODS) offers a variety of services and resources for students with physical and learning disabilities. In order for students to request accommodations, they must:

1. Register with the Office of Disability Services
2. Put any requests in writing to the appropriate faculty member

Students may contact the Office of Disability Services at (336) 334-5440. Additional information is available at <http://ods.dept.uncg.edu/>

Any participant in this course who requires accommodations is encouraged to contact the course instructor as soon as possible so that the student's accommodation plan can be implemented in a timely manner.

REQUIRED TEXT(S)/READINGS:

Zirpoli, T. J. (2005). *Behavior management: Applications for teachers* (4th ed.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

TOPICAL OUTLINE:

Course Calendar

This course is not a self-paced course, though you will have flexibility to plan for yourself. The calendar is designed to give you some guidance for pacing your studies in this course. Due dates for projects and unit tests are included in Assignment(s) Due column. NOTE: Assignments are due on or before the dates specified in the calendar. They are necessary to ensure fairness in grading and completion of the course within the semester. The instructor reserves the right to not accept late assignments. Penalties will be applied to late assignments that are accepted..

Week of	Recommended Studying	Assignment(s) Due
August 15	<ul style="list-style-type: none"> Complete the online Course Orientation by August 21 (located in the Course Tutorials folder) Familiarize yourself with course Obtain your textbook Units 1 and 2 are available Develop your work plan and begin working with the Unit 1 materials 	Post your introduction in the Discussion area
August 22	<ul style="list-style-type: none"> Continue working with the Unit 1 materials Begin working on your Unit 1 assignment 	Respond to your peers' introductions
August 29	<ul style="list-style-type: none"> Complete your work with Unit 1 materials Finish editing your Unit 1 	

	assignment	
September 5	<ul style="list-style-type: none"> Begin working with Unit 2 materials Review the Unit 2 assignment information and develop your work plan for these assignments 	Unit 1 assignment due on or before September 9. NOTE: To be considered " on time ," the assignment must be postmarked on or before Sept. 9 or dropped in the Digital Drop Box on or before Sept. 9. Late penalties will apply as specified in the assignment grading checklist/rubric.
September 12	<ul style="list-style-type: none"> Continue working with Unit 2 materials and assignments 	Post your initial response to Discussion Topic #1 by September 12.
September 9	<ul style="list-style-type: none"> Continue working with Unit 2 materials and assignments 	Remember to read and respond to your peers' discussion postings. A minimum of 4 thoughtful responses are required for participation credit.
September 26	<ul style="list-style-type: none"> Finish work with Unit 2 materials Complete the editing of your Unit 2 assignments 	
October 3	<ul style="list-style-type: none"> Prepare for Exam #1 <p>Note: October 7 is the last day to drop courses without academic penalty</p>	Unit 2 assignments (Parts A and B) due on or before October 7. NOTE: To be considered " on time ," the assignment must be postmarked on or before the due date or dropped in the Digital Drop Box on or before the due date. Late penalties will apply as specified in the assignment grading checklist/rubric.
October 10	<ul style="list-style-type: none"> Units 3 and 4 are now available; Begin working with Unit 3 materials Review the Unit 3 assignments and develop your work plan for these assignments <p>Note: October 10-11 is UNCG's Fall Break</p>	Exam #1 will be available October 11-14
October 17	<ul style="list-style-type: none"> Continue working with your 	Post your initial response to

	Unit 3 materials and assignments	Discussion Topic #2 by October 17.
October 24	<ul style="list-style-type: none"> Continue working with your Unit 3 materials and assignments 	Remember to read and respond to your peers' discussion postings. A minimum of 4 thoughtful responses are required for participation credit.
October 31	Finish up Unit 3	Unit 3 Token Economy Assignment is due on November 6 NOTE: To be considered " on time ," the assignment must be postmarked on or before the due date or dropped in the Digital Drop Box on or before the due date. Late penalties will apply as specified in the assignment grading checklist/rubric.
November 7	Work on Unit 4 Unit 5 is now available	Unit 3 Individual Reinforcement Plan is due November 13 NOTE: To be considered " on time ," the assignment must be postmarked on or before the due date or dropped in the Digital Drop Box on or before the due date. Late penalties will apply as specified in the assignment grading checklist/rubric.
November 14	Continue working on Unit 4	Post your initial response to Discussion Topic #3 by November 14
November 21	Complete Unit 4 Nov. 23-25: Thanksgiving holiday	Remember to read and respond to your peers' discussion postings. A minimum of 4 thoughtful responses are required for participation credit.
November 28	Begin Unit 5	Unit 4 Individual Plan (behavior reduction strategy) is due by November 30. Note: The assignment <u>must</u> be submitted via the Digital Drop Box. Please do <u>not</u> send it via postal mail it to your course instructor. To be considered " on time ," the assignment must be dropped in the Digital Drop Box on or before the due date listed above.
December 5	Monday, December 5 is the last day	Final Exam: Available December 7-

	of classes. Reading Day is Tuesday, December 6. Our final exam will be available December 7-9.	9.
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(Need alignment with State and National Standards)