Behavior Management in Special Education
SED 402
Westminster College

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Text: Kauffman, James M., Mostert, Mark P., Trent, Stanley C., Pullen, Patricia L.,(2006). Managing Classroom Behavior, A Reflective Case-Based Approach, (4th Edition) Boston, Allyn & Bacon.

Ginetti, Michelle, (2012) I Believe in You, Tate Publishing
ISBN-978-1-61346-851-7

Rationale:

The purpose of the course is to develop skills for recognizing and effectively managing behaviors of students with various exceptionalities. Collaboration and inclusion are emphasized. The course will review the research related to the behavioral management of individuals with disabilities.

Behavior Management in Special Education will address the following Pennsylvania State Standards:

IB. Models and theories of typical/atypical growth and behavior across age groups, and philosophies that provide the foundation for research based special education practice including: cognition, communication, emotional/social, cultural considerations, motor, adaptive, sensory

Assignment: Case Study Analysis
Social Story
Mid-Term

ID. Characteristics of cognitive, behavior, physical/health disabled students and the impact of their disability on academic and educational functioning

Assignment: Case Study Analysis
Target Behavior Plan
Book Talk

IIE. Establishing and maintaining consistent standards of classroom behavior including: applied behavior analysis, preventive methods, problem solving strategies, adult and peer related skills, self-determination, effective behavior support

Assignment: Target Behavior Plan

IIF. Managing the educational environment to maximize opportunities for communication and interaction

Assignment: Practicum Experience
Mid-Term

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

Assignment: Practicum Experience

Course objectives:

The student will:

- Identify students with behavior problems
- Plan behavioral interventions for students
- Measure student progress
- Select and evaluate interventions
- Create behavior management plans
- Identify and explain disruptive behaviors
- Describe school survival and social skills

Disability Policy

Students who desire some form of accommodation for a diagnosed learning disability or physical problem must inform their instructors at the beginning of each semester (within two weeks) as to the nature of the disability and type of accommodation requested. If the disability or physical problem is diagnosed during the semester, students should inform their instructors immediately of the problem and accommodations needed. Student with disabilities should also inform the Disabilities Coordinator in the Office of Student Affairs, who is available to assist in evaluating the disability and to facilitate communication between the College and the student in considering special accommodations. The type of accommodation provided will depend on the needs of the student, the circumstances of the student's classes, and the resources of the College. Because of limited resources, final determination of whether an accommodation can be provided will be at the discretion of the College.

Required Assignments:

1. **Participation (25 points)** Learning is not passive. We will depend on each other for learning through discussion, debate, and questioning. Be prepared to actively participate in class discussions and activities. You will contribute to a Wikispace during your practicum placements. Active participation is essential and will be evaluated in the following way:
    a. **Excellent** – proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using a lot of words to say little.
    b. **Satisfactory** - reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
    c. **Minimally acceptable** - passive participation: present, awake, alert, attentive, but not actively involved.
    d. **Unsatisfactory** - uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the class, discourteous, disruptive behavior.

2. **Quizzes** (100 points) Four 25 point quizzes on the lectures and content of the book chapters will be given.

3. **Case Study Analysis** (40 points) – A case study that correlates with each chapter will be read and analyzed according to the following format:

    a. Issues: Who is in the case? What happens in the case? Where does the problem occur? Is there an important sequence of events in the case? The facts should lead you to the issues, and emphasis should be placed on safety issues and legal issues.
    b. Perspectives: What are the values of the characters in the case, and do these values determine how the characters will react? Are some of their responses predictable?
    c. Knowledge: What knowledge do you need to resolve the problem? What practical, empirical, or theoretical knowledge do you have that might be relevant to the issues in the case? Where can you obtain more knowledge that would help you solve the problem? How would you determine where to look for more information to solve the problem?
    d. Actions: If you were the teacher, what would you do? How would you prevent the problems in a similar situation?
    e. Consequences: Teachers should think about the likely results of their actions. What might happen if you pursue a particular plan of action? Consider both good and bad consequences.

4. **Book Talk** (30 points) - Read *I Believe in You by Michelle Gianetti* and prepare for a book talk that will be discussed in class. See attached rubric.

5. **Target Behavior Plan** (50 points) – during your practicum you will consult with your cooperating teacher to identify a desired target behavior. You will assess and develop a positive behavior plan and if possible, work with the student to implement your plan.

6. **Social Story** (50 points) You will develop a video or social story that models a social skill. You will consult with your cooperating teacher in one of your placements to identify a needed skill and create a video or social story.

7. **Mock IEP** (75 points) You will be assigned a role as a member of an IEP team. Your IEP team will be given a case study and you will develop and write an IEP. On Friday, December 10th your team will role play in class.

Grading Criteria:

Grading will be based upon a point system. Total points possible will be 370. Grades will be determined in the following manner:

Grades	Points Earned	%
A	344-370	93%
A-	333-343	90%
B+	318-332	86%
B	310-317	84%
B-	296-309	80%
C+	281-295	76%
C	274-280	74%
C-	259-274	70%
D+	251-258	68%
D	244-250	66%
F	244 and below	

Expectations

1. **Professionalism** – Be on time, call before class if you cannot attend or expect to be late, dress appropriately when in schools (all of these things reflect on your commitment to become a teacher).
2. **Integrity in your assignments** – All written assignments are expected to demonstrate college level work with the correct use of grammar, writing mechanics, spelling and proper format. All assignments are due at the beginning of class and considered late thereafter. Late assignments will lose 10% the first week and 20% the second week. No late assignments will be accepted after two weeks. Tests that are missed may be made up if the instructor has been notified in advance and documentation of the reason has been submitted. The student and the instructor will make these up at the earliest possible date as determined. It will be the student's responsibility to contact the instructor to make arrangements.

   Plagiarism or turning in others' work as your own will result in meeting with the department of education to determine your status as an education student.

   Students are expected to adhere to the highest standards of academic integrity. Plagiarism, cheating and class disruptiveness is not permitted. Students should be intimately familiar with Westminster College's Academic Integrity Policy. The Westminster Policy provides a detailed description of those behaviors which are not permitted, the procedures that will be followed in every case of violation of the Pennsylvania Code for Professional Practice and Conduct. Failure to access and to become familiar with either code are not justifiable excuses.

   Cheating on exams or assignments, plagiarism, or class disruptiveness may result in penalties ranging from an "F" on an assignment or the course to expulsion, depending on the seriousness of the offense. Unless specifically described, all assignments are to be done individually and not in groups.

- **Note:** The contents and requirements of this syllabus are sSubject to change at the professor's discretion.

Course Schedule

Week 1	Introduction and welcome
January 17	Review of syllabus
January 19	Chapter 1 – Analyzing Cases
	Chapter 2 – Planning for the Year and Managing the Physical Environment
	Case studies – What you don't know can hurt you: John McCullum
Pa. Competancies:	II D, II E

Week 2	Chapter 3 – Identifying Behavior ProblemsI
January 24	Case Study – Avoiding the Issue
January 26	
	Quiz #1
Pa. competancies:	II C 2

Week 3	Chapter 4 – Analyzing Behavior Problems
January 31	Case study – The Truth About Alice
February 2	
Pa. Competancies:	II F 2

Week 4	Chapter 5 – Changing Behavior
February 7	Case study – Winnie
February 9	**Quiz 2**
Pa. Competancies:	II D

Week 5	Chapter 6 – Talking with Students
February 14	Case study – Stealing Time
February 16	
Pa. Competancies:	II C1, II C2

Week 6	Chapter 7 – Using Peer Influence
February 21	Case study - One Bad Apple
February 23	
	Quiz #3
Pa. Competancies:	II G 5

Week 7

	Chapter 8 – Working with other Teachers and Other Professionals
February 28	
March 1	Case study – They Failed Derrick
Pa. Competancies	II G 7

Week 8

March 6	**Spring Break**
March 8	**Spring Break**
Pa. Competancies:	

Week 9

March 13	Chapter 9 – Working with Parents and Families
March 15	Case Study – What's Inclusion Got to do with it?
Pa. Competancies:	II D

Week 10

March 20	**Quiz #4**
March 22	**In Practicum**
Pa. Competancies:	II D

Week 11

March 27	**In Practicum class**
March 29	**In Practicum class**
Pa. Competancies:	II D

Week 12

April 3	**In Practicum class**
April 5	**Easter Break**
Pa. Competancies:	II D

Week 13

April 10	**No class – Monday classes meet**
April 12	**Book Talk – Guest speaker, Michelle Gianetti**
Pa. Competancies:	II D

Week 14

April 17	**In Practicum class- #2**
April 19	**In Practicum class-#2**

Week 15	
April 24	**In Practicum class-#2**
April 26	**In Practicum class-#2**

Week 16	
May 1	Practicum de-briefing and Mock IEP assignments
May 3	**Mock IEP**

Final – Week of May 7th

There will be five Wednesdays class will be held for an IEP workshop, 9:00-11:00 a.m. February 22, 29, March 7, 14, & 21