Behavior Management in Special Education  
SED 402  
Westminster College

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       Wong & Wong (2009). The First Days of School, How to be an Effective Teacher, Mountain View, California, Harry K. Wong Publications, Inc.  
       Asher, Jay. Thirteen Reasons Why

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  
               Quizzes

ID. Characteristics of cognitive, behavior, physical/health disabled students and the impact of their disability on academic and educational functioning
   Assignment: Case Study Analysis  
               Functional Behavior Assessment  
               Book Talk  
               Praise Note Assignment
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: Functional Behavior Assessment
Classroom Management Document

IIF. Managing the educational environment to maximize opportunities for
communication and interaction
Assignment: Practicum Experience
Quizzes

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. **Classroom Management Plan** (25 points) You will design a classroom management plan that includes a statement of purpose, rules, consequences, monitoring system, and procedures. This assignment will not only fulfill a requirement for this class but also prepare you for your practicum and future classroom.

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 Talks** (20 points – 10 points each) - Read *One Child* by Torey L. Haden and *Thirteen Reasons Why* by Jay Asher and prepare for a book talk that will be discussed in class. See attached rubric.

5. **Functional Behavior Assessment** (50 points) – during your practicum you will consult with your cooperating teacher to identify a desired target behavior. You will conduct a structured interview as part of a functional behavior assessment.

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** (30 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 9, 2016 your team will role play in class.

8. **Praise Notes** (10 points) You will deliver ten praise notes to a student, child, roommate, friend, or co-worker. These notes will be specific. After you have delivered these notes you are required to write a summary about the experience, including why you selected the individual and how the praise notes impacted him/her.

9. **Wong Discussions** (5 points) You will lead a discussion for one of the chapters in the Wong text.

10. **Behavior Management approach exploration** (30 points). In your assigned group, you will explore a behavior management approach and compare it to other approaches. Approaches to investigate are: (a) Applied Behavior Analysis, (b) PBIS, Schoolwide Positive Behavior Support, (c) Center for Collaborative Problem Solving, (d) 1-2-3 Magic and (e) Safe & Civil Schools.
Grading Criteria:

Grading will be based upon a point system. Total points possible will be 360. Grades will be determined in the following manner:

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<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>%</th>
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<tbody>
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<td>93%</td>
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<tr>
<td>A-</td>
<td>324-334</td>
<td>90%</td>
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<tr>
<td>B+</td>
<td>310-323</td>
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<td>302-309</td>
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<td>76%</td>
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<td>C</td>
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<td>74%</td>
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<tr>
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<tr>
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<tr>
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<td>237 and below</td>
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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. **Course Work**: Written work is expected to be professionally appropriate. Please proofread your work prior to submission. Assignments should be typed and free from spelling, grammatical, and typographical errors.

3. **Integrity in your assignments** – 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.

4. **Cell phones**- should be turned off prior to class.
• Note: The contents and requirements of this syllabus are Subject to change at the professor’s discretion.

Course Schedule

Week 1  Introduction and welcome

August 29

1. Review of syllabus
2. Harry Wong
3. Kaufmann, et.al, - Chapter 1 – Analyzing Cases

August 31

1. Chapter 2 – Planning for the Year and Managing the Physical Environment
2. Case studies – What you don’t know can hurt you: John McCullum
3. Wong – Chapter 1 & 2 –complete First Day of School Scripts &
   What is an effective teacher? (found on D2L)

Pa. Competencies: II D, II E

Week 2

September 5

1. Chapter 2 – Planning for the Year and Managing the Physical Environment (Kaufmann, et.al)
2. Wong – Chapter 3, 4, & 5

September 7

1. Book Talk – One Child
2. Case Study – Avoiding the Issue

Pa. competencies: II C 2

Week 3

September 12

1. Wong – Chap. 6 & 7-Complete How to Help all Students Succeed, - See D2L
2. Chapter 3 – Identifying Behavior Problems, Kaufmann, et.al
September 14

1. Chapter 3 – Identifying Behavior Problems, Kaufmann, et.al
2. Quiz #1
3. Case study – The Truth About Alice

Pa. Competencies: II F 2

Week 4

September 19

1. Chapter 4 – Analyzing Behavior Problems- Kaufmann, et.al

September 21

1. Case study – Winnie
2. Wong – Chap. 8, 9, 10- Chap. 9 – complete How to Invite Students To Learn –see D2L
   http://Iris.peabody.vanderbilt.edu/beh1/chalcycle.htm
4. Group Behavior Management Exploration

Pa. Competencies: II D

Week 5

September 26

1. Chapter 5 – Changing Behavior – Kauffman, et.al
2. Book Talk – Thirteen Reasons Why
3. Case study – Stealing Time
4. Wong – Chapters 11 & 12- Complete How to have a well-Managed classroom – see D2L

Pa. Competencies: II C1, II C2
Week 6

October 3

Observation and Data Collection
Harry Wong

October 5

Observation and Data Collection
Harry Wong

Pa. Competencies: II G 5

Week 7

October 10

1. Chapter 6 – Talking with Students – Kaufmann et.al
2. Wong – Chapters 13 & 14 - Complete How to Introduce yourself to Your class – see D2L

October 12

1. Quiz #2
2. Case study - One Bad Apple
3. Assignment completed outside of class – IRIS Module: Classroom Management (Part 2): Developing Your Own Classroom Management Plan 

Pa. Competencies II G 7

Week 8

October 17

1. Chapter 7 – Using Peer Influence – Kaufmann, et.al
2. Wong – Chapters 15 & 16 – Complete How to start a class Effectively – see D2L

October 19
1. Case study – They Failed Derrick
2. Behavior Management Approaches presentations
3. Quiz #3

Pa. Competencies: II G 8, II G 5

Week 9

October 24

FALL BREAK

October 26

1. Chapter 8 - Working with other Teachers and Other Professionals
2. Wong – Chapters 17 & 18 - Complete How to have an effective Discipline plan – see D2L
3. Case Study – What’s Inclusion Got to do with it?
4. Praise Notes due
5. Quiz #4
6. Speaker – Andrew Kemper, George Junior

Pa. Competencies: II D

Week 10

October 31 In Practicum

November 2 In Practicum

Pa. Competencies: II D

Week 11

November 7 In Practicum

November 9 In Practicum

Pa. Competencies: II D
Week 12

November 14  Practicum
November 16  Practicum

Pa. Competencies:  II D

Week 13

November 21  In Practicum class
November 23  Thanksgiving

Pa. Competencies:  II D

Week 14

November 28  In Practicum class
November 30  In Practicum class

Pa. Competencies:  IID

Week 15

December 4  Practicum De-briefing
December 8  Mock IEP

Pa. Competencies:  IID

Week 16  Finals
Final – Monday, December 115th – Mock IEP reflection due
   Social Story due
   FBA due

Four classes will be held for an IEP workshop, Tuesday, Oct. 3, 1:30-3:30,
Thursday, Oct 5, 1:30-3:30, Tuesday, Oct. 10, 1:30-3:30, Thursday, Oct. 17, 1:30-3:30

Practicum Dates:  
   1st practicum:  Tuesday, Oct. 31, Nov. 1 -13
   2nd practicum: Tuesday, Nov. 14 -21 & Nov. 28 – 30, Dec. 1

NOTE: REQUIRED ATTENDANCE AT SCHOOL OF EDUCATION
WORKSHOP: DR. RICHARD MILNER, UNIVERSITY OF PITTSBURGH
TOPIC: TEACHING IN AREAS OF HIGH NEED.

NOTE: REQUIRED ATTENDANCE AT PNS (PROFESSIONAL NETWORKING
SYMPOSIUM) – SATURDAY, SEPT. 16TH