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. **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.

3. **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.

4. **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.

5. **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.

6. **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 9, 2016 your team will role play in class.

7. **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.

8. **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, and (d) Safe & Civil Schools.

9. **Socratic Seminar** (25 points). In a Socratic Seminar activity, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn’t use the discussion to assert their opinions or prove an
argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

10. **Participation (20 points)** – includes attendance at required SED block meetings and special programs. Also includes elements of professionalism, being prompt to class, attendance, participating in class discussions and D2L Discussion posts.

**Grading Criteria:**

Grading will be based upon a point system. Total points possible will be 345. Grades will be determined in the following manner:

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>321-345</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>311-320</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>297-310</td>
<td>86%</td>
</tr>
<tr>
<td>B</td>
<td>290-296</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>276-289</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>262-275</td>
<td>76%</td>
</tr>
<tr>
<td>C</td>
<td>255-261</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>242-254</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>235-241</td>
<td>68%</td>
</tr>
<tr>
<td>D</td>
<td>228-234</td>
<td>66%</td>
</tr>
<tr>
<td>F</td>
<td>227 and below</td>
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</tbody>
</table>

**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.

5. **Mindfulness, Yoga, and or Meditation** will be incorporated into SED 402. The following information is from [www.mindfulschools.org](http://www.mindfulschools.org)

Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits. **Here’s a summary of research findings on benefits of mindfulness particularly relevant to educators:**

**Attention**  
Numerous studies show improved attention\(^1\), including better performance on objective tasks that measure attention.\(^2\)

**Emotion Regulation**  
Mindfulness is associated with emotion regulation across a number of studies\(^3\). Mindfulness creates changes in the brain that correspond to less reactivity\(^4\), and better ability to engage in tasks even when emotions are activated.\(^5\)

**Compassion**  
People randomly assigned to mindfulness training are more likely to help someone in need\(^6\) and have greater self-compassion.\(^7\)

**Calming**  
Studies find that mindfulness reduces feelings of stress\(^8\) and improves anxiety and distress when placed in a stressful social situation.\(^9\)

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

**Course Schedule**
Week 1

Introduction and welcome

January 16

1. Review of syllabus
2. Harry Wong – Post response to video on D2L
3. Kaufmann, et.al, - Chapter 1 – Analyzing Cases

January 18

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 video - post response to video on D2L

Pa. Competencies: II D, II E

Week 2

January 23

1. Chapter 2 – Planning for the Year and Managing the Physical Environment (Kaufmann, et.al)
2. Wong Video – Post response to video on D2L
   http://Iris.peabody.vanderbilt.edu/beh1/chalcycle.htm

January 25

1. Book Talk – *One Child*
2. Case Study – Avoiding the Issue
3. Socratic Seminar – Chapter 2

Pa. competencies: II C 2

Week 3

January 30

1. Chapter 3 – Identifying Behavior Problems, Kaufmann, et.al
2. **Assignment completed outside of class** – IRIS Module: Classroom Management (Part 2): Developing Your Own Classroom Management Plan
3. Wong Video – Post response on D2L
February 1

1. Chapter 3 – Identifying Behavior Problems, Kaufmann, et.al
2. Praise Notes Due
3. Case study – The Truth About Alice

Pa. Competencies: II F 2

Week 4

February 6

1. Socratic Seminar – Chapter 3
2. Chapter 4 – Analyzing Behavior Problems – Kaufmann, et.al
3. Behavior Management Plan Due

February 8

1. Case study – Winnie
2. Chapter 4 – Analyzing Behavior Problems – Kaufmann, et.al.
3. Wong Video – Post response on D2L

Pa. Competencies: II D

Week 5

February 13

1. Socratic Seminar – Chapter 4
2. Chapter 5 – Changing Behavior – Kauffman, et.al.

February 15

   2. Case study – Stealing Time

Pa. Competencies: II C1, II
Week 6

February 20

1. **Socratic Seminar – Chapter 5**
2. Data Collection
3. Chapter 6 – Talking with Students

February 22

1. Chapter 6 – Talking with Students
2. Data Collection
3. **Case Study – One Bad Apple**

Pa. Competencies: II G 5

Week 7

February 27

**Behavior Management Approaches – Gallery Walk**

March 1

Social Stories
**Case study - They Failed Derrick**

Pa. Competencies II G 7

Week 8

March 6 – **Spring Break**

March 8 – **Spring Break**
Pa. Competencies:  II G 8, II G 5

Week 9

March 13

1. Chapter 7 – Using Peer Influence
2. Socratic Seminar – Chapter 6

March 15

1. Chapter 7 – Using Peer Influence
2. Case Study – What’s Inclusion Got to do with it?

Pa. Competencies:  II D

Week 10

March 20

Socratic Seminar – Chapter 7
Chapter 8 – Working with other Teachers and Other Professionals

March 22

Chapter 8 – Working with Other Teachers and Other Professionals
Case Study - Charley

Pa. Competencies:  II D

Week 11

March 27

Socratic Seminar – Chapter 8
FBA
<table>
<thead>
<tr>
<th>Week 12</th>
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</thead>
<tbody>
<tr>
<td>April 3</td>
<td>Practicum</td>
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<tr>
<td>April 5</td>
<td>Practicum</td>
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</tbody>
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| Pa. Competencies: | II D |

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>April 10</td>
<td>In Practicum class</td>
</tr>
<tr>
<td>April 12</td>
<td>In Practicum class</td>
</tr>
</tbody>
</table>

| Pa. Competencies: | II D |

<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>April 17</td>
<td>In Practicum class</td>
</tr>
<tr>
<td>April 18</td>
<td>URAC – no practicum, attend URAC</td>
</tr>
<tr>
<td>April 19</td>
<td>In Practicum class</td>
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</tbody>
</table>

| Pa. Competencies: | IID |

<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
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<tbody>
<tr>
<td>April 24</td>
<td>In Practicum</td>
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</tbody>
</table>
April 26  In Practicum

Pa. Competencies: IID

Week 16

April 30  Practicum De-Brief

May 4  MOCK IEP

Final – Monday, May 7 – Mock IEP reflection due
  Social Story due
  FBA due

Four classes will be held for an IEP workshop, Tuesday, March 13 1:30-3:30,
  Thursday, March 15, 1:30-3:30, Tuesday, March 20, 1:30-3:30, Thursday, March
  22, 1:30-3:30

Practicum Dates:  1st practicum: Tuesday, April 3 – Friday, April 13
  2nd practicum: Monday, April 16 – Friday, April 27

NOTE: REQUIRED ATTENDANCE AT:

CHILDREN’S AUTHOR VISIT – TUESDAY, MARCH 27, 12:30-1:30 –
  MUELLER THEATER

URAC, WEDNESDAY, APRIL 18

An Avatar session will be scheduled to practice behavior management techniques –
  date TBD
Designing Effective Discussion Questions

A good question is both a question that your fellow students can answer and a question that requires analysis, synthesis, interpretation, and critical thinking in order to answer it. Your questions based on a particular passage should both encourage and challenge us to articulate and uncover meaning in the text. You don’t necessarily have to have an answer to your question (indeed the most interesting questions often don’t have a definitive answer), but you should think in advance about the kinds of answers your question may elicit in class.

Here are some types of questions that tend to facilitate thoughtful, sustained discussions:
(Nota: the sample questions are taken from a French Literature class! Please feel free to design your own sample questions appropriate to your discipline for your students.)

<table>
<thead>
<tr>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions beginning with “Why...” “How would you explain...” “What is the importance of...” “What is the meaning of”</td>
</tr>
<tr>
<td>Example: What is the meaning of Madame X’s comment about Jacque’s activities the week before their encounter at the opera?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
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</thead>
<tbody>
<tr>
<td>“Compare...” “Contrast...” “What is the difference between...” “What is the similarity between...” Example: What is the difference between the mother and the father’s attitudes toward the daughter’s relationship with Philippe?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause and Effect</th>
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<table>
<thead>
<tr>
<th>Question Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarification</td>
<td>“What is meant by...” “Explain how...”</td>
</tr>
<tr>
<td></td>
<td>Example: What is the cause of Lea’s distress when she looks at herself in the mirror?</td>
</tr>
</tbody>
</table>

Here are some types of questions that you’ll want to avoid and that can lead to dead ends in discussions:

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Yes-No</td>
<td>“Is the Aunt expressing a desire for Gigi to marry?”</td>
</tr>
<tr>
<td></td>
<td>Produces little discussion and encourages guessing.</td>
</tr>
<tr>
<td>Elliptical</td>
<td>“What about the aunt’s sexual history?” “Well, what do you think about the Don Juan’s values?” Too vague; it is not clear what is being asked.</td>
</tr>
<tr>
<td>Leading</td>
<td>“Don’t you think that Colette is condemning the Don Juan figure for his lack of caring?” Conveys the expected answer.</td>
</tr>
<tr>
<td>Slanted</td>
<td>“Why are Colette’s young women so corrupt?”</td>
</tr>
</tbody>
</table>