Westminster College

Classroom Management

SED 702

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Course Description

This course is designed to provide a basic understanding of the characteristics of students with learning and behavior problems with respect to factors that influence the instructional environment while providing classroom management theory and practical applications for students who have special needs.

Three (3) credits

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: Matrix Assignment, chapter summaries

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

Assignment: research articles, chapter summaries

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: chapter summaries, Review of replacement behavior plans, Positive Interventions

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

Assignment: chapter summaries, Positive Interventions, Review of Replacement behavior plans

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: Classroom Experience, Positive interventions, Review of Replacement behavior plans

**Student Outcomes**

Upon completion of this course, students will be able to:

- Design learning environments including use of technological advances that support and enhance instruction;
- Design and apply behavior management techniques for making positive changes in students’ academic/social/affective behavior;
- Identify critical components if IDEA (2004) related to student behavior
- Demonstrate knowledge of various classroom management programs;
- Demonstrate how to create a safe, positive, supporting environment that values diversity;
- Demonstrate knowledge of the ethical considerations in classroom behavior management, and teacher attitudes and behaviors that can positively or negatively influence student behavior;
- Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors;
- Demonstrate an awareness of strategies to use for crisis prevention/intervention;
- Define behavior change terminology and the principles of applied behavior analysis;
- Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors;
- Develop and implement a behavior change program;
- Describe strategies for promoting self-management
- Compare the school discipline model from a school with the Positive Intervention and Support (PBIS) model.
Relationship of the Course to Program Goals and Professional Organizations

This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover competencies for the CEC standard on Learning Environments and Social Interactions.

CEC Standard 5 – Learning Environments and Social Interactions

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural, understand safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to para-educators and others, such as classroom volunteers and tutors.

Course Materials

Required Texts


Recommended Texts


APA Style

This 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 (6th ed.) or to access one of the internet sites that provides a summary of this information.
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.

Evaluation

The evaluation process for this course will be composed of two main areas. The first are routines that will be due during each class period. These will include meaningful participation and thoughtful responses to Discussion questions. These are designed to help you keep pace with the material covered in this course.

Note: Those individuals not currently employed in a school district will be responsible for obtaining access to students in order to complete course assignments.

Class assignments

Meaningful Participation (35 pts.)
Participation 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. Active participation is essential and will be evaluated.

Chapter Questions (40 points total -5pts/class meeting)
For each reading that is assigned throughout this course, two written questions will be posted on the discussion board. The requirements for these will be that they target the focal point of the reading. Questions must be posted at least one day before the class meeting. This is required to ensure that you are making adequate progress through the readings during the week and will be fully prepared to discuss them during class meetings.

Matrix of Theories (25 points)
Develop a matrix for comparing and contrasting the various theoretical viewpoints described in Chpter1. Identify and list major components of each theory and their applicability to understanding the behavior of children and youth. Use the completed table to initiate a discussion on the merits and limitations of each theory applied to the provision of behavior supports to learners.
Research Articles (30 points)
Select two journal articles about Applied Behavior Analysis and/or Positive Behavior Supports. Write a summary of each article and compare them to the various design found in Chapter 6.

Review of replacement behavior plans (30 points)
Select and review samples of instructional plans designed for teaching replacement behaviors from web-based and text sources. Examine their characteristics, and compare and contrast each of these sources for continuity in the components recommended for instructional plans.

Presentation of positive interventions (50 points)

Functional Behavior Assessment (50 points) Identify a student to complete a functional behavior assessment (FBA).
**Grading Criteria:**

Grading will be based upon a point system. Total points possible will be 255. Grades will be determined in the following manner:

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<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>%</th>
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<tbody>
<tr>
<td>A</td>
<td>237-255</td>
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<tr>
<td>A-</td>
<td>229-236</td>
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<td>B+</td>
<td>219-228</td>
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<tr>
<td>B</td>
<td>214-218</td>
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<td>B-</td>
<td>204-213</td>
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<tr>
<td>C</td>
<td>188-192</td>
<td>74%</td>
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<tr>
<td>C-</td>
<td>178-187</td>
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<tr>
<td>D</td>
<td>168-172</td>
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<tr>
<td>F</td>
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### Course Schedule

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<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>One</td>
<td>Overview</td>
<td>Chap.1</td>
<td>October 17</td>
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</table>
| Two     | Theoretical Models of Behavior Management Chap. 1 | Matrix of theories  
Read Chapter 1  
Chapter questions | October 19  
**Due: Chapter 1 questions** |
| Three   | Partnering with Families  
Chapter 2 | Chapter questions  
Read Chapter 2 | October 24  
**Matrix of Theories**  
Due & Chapter 2 questions |
| Four    | Ensuring Ethical Practices in the Delivery of Positive Behavior Supports  
Chapter 3 | Chapter questions  
Reading Chapter 3 | October 26  
**Due: Chapter 3 questions** |
| Five    | Prevention Through Effective Instruction  
Chapter 4 | Read Chapter 4  
Chapter Questions | October 31 |
| Six     | Prevention Through Effective Instruction  
Chapter 4 | Chapter Questions | November 2  
**Due: Chapter 4 questions** |
| Seven   | Understanding Functional Behavior Assessment  
Chapter 5 | Chapter Questions  
Read Chapter 5 FBA | November 7  
**Due: Chapter 5 questions** |
| Eight   | Single-Subject Design  
Chapter 6 | 1. Chapter Questions  
2. Read Chapter 6  
3. Read two journal articles about applied behavior analysis and/or positive behavior supports. | November 9  
**Due: Chapter 6 questions** |
| Nine    | Planning Behavior Supports – Chapter 7 | 1. Read Chapter 7  
2. Chapter Questions | November 14  
**Due - Journal Article Critique & Chap. 7 questions** |
<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment Details</th>
<th>Due Date</th>
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<tr>
<td>Ten</td>
<td>(online)</td>
<td>Evaluating Positive Behavior Supports– Chapter 8 1. Read Chapter 8 2. Chapter Questions Develop school-wide behavior support plan using the text as a guide</td>
<td>November 16 Due: Chap. 8 questions</td>
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<td>Using Reinforcements to Increase Appropriate Behavior Chapter 9</td>
<td>November 21 Due: Chap. 9 questions &amp; FBA</td>
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<td>Teaching Positive Replacement Behaviors Chapter 10</td>
<td>November 23 Due: Chap. 10 questions</td>
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<td>Online</td>
<td>Quality of Life and Self-Determination Chapter 12</td>
<td>November 30 Due: Chap. 12 questions</td>
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<td>Fifteen</td>
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<td>Presentations</td>
<td>December 5 Due: Presentation of positive Interventions</td>
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