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 discussions

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

Assignment: research articles, chapter discussions

IIIE. 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 discussions, Review of replacement behavior plans, Positive Interventions

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

Assignment: chapter discussions, 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. The second evaluation process will be assignments relevant to course content and include contact with students.

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, 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 by the due listed. This is required to ensure that you are making adequate progress through the readings during the week.

Matrix of Theories (25 points)
Develop a matrix for comparing and contrasting the various theoretical viewpoints described in Chapter1. 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.

Quizzes (two quizzes, 10 points each)
Access the quizzes on D2L as indicated under the course content. You will have a specified amount of time to respond to each quiz.

Vignette reflection (10 points)
Respond to the Reflective Moment in Chapter Four, vignette 4.1, 4.2, 4.3, 4.4, and 4.5. Create a word document and write one paragraph for each response. Submit your paper to the dropbox.

Presentation of positive interventions (50 points)

Functional Behavior Assessment (50 points) Identify a student to complete a functional behavior assessment (FBA). The FBA will include: (a) Structured Interview; (b) Target Behavior; (c) behavioral observations; (d) hypothesis; and (e) Intervention Strategies. Please see the example provided on D2L.
FUNCTIONAL BEHAVIORAL ANALYSIS

Identify a student to conduct an FBA (Functional Behavioral Assessment). The student selected should have a target behavior that interferes with instruction of peers or prohibits the selected student from making instructional progress.

Identify the target behavior in observable and measurable terms.

Complete a structured interview. Use the following questions to ask the student’s teacher:

1. What are the specific target behavior of concern?
2. Are there antecedent events that consistently happen prior to occurrences of the behavior?
3. What typically happens after the behavior occurs?
4. Do the target behaviors occur at predictable times of day?
5. What are the functions of these behaviors?
6. Are there significant life events that could account for the behavior?
7. What behavior interventions have been used in the past to address the behavior?
8. Are there medical or physical issues that could account for the behavior?
9. Are there times in which the behavior does not occur?
10. Please indicate activities that the student enjoys.

Collect data using one of the following: ABC, event recording, duration recording, latency recording, or interval recording. Complete behavioral observations five times. Write a summary of your observations and include any data pages with your write up.

Create a hypothesis – As a result of your structured interview and data collection write a hypothesis that indicates specific information about why the student exhibits the target behavior. Include the function of the behavior. Most often the function of the behavior is attributed to: (a) attention; (b) Escape; (c) Sensory stimulation; (d) access to tangibles; or (e) Play.

Develop an intervention plan – include the following:

1. An operational definition of the target behavior
2. factors that could be influencing the behavior
3. Setting events and antecedents that consistently serve as triggers
4. Events that follow the behavior that serve to maintain the behavior
5. The function of the behavior and how it serves the student.
6. Potential replacement behaviors that would serve the same function as that of the problem behavior.
7. A list of attempted interventions that have been used in the past.
8. Quality of life variable that may need to be addressed as part of a comprehensive intervention package. These could include enriching environments, etc.
9. Socially valid data from the learner or the learner’s parent.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Expectations (3)</th>
<th>Meets Expectations (5)</th>
<th>Exceeds Expectations (7)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of each article</td>
<td>Does not provide adequate information for the reader to grasp understanding of the article.</td>
<td>Summary is good and provides the reader with information about the article that is adequate.</td>
<td>Summary is thorough and provides the reader with information about the article that is succinct and clear</td>
<td></td>
</tr>
<tr>
<td>Comparison to various designs found in Chapter six.</td>
<td>Does not provide adequate information.</td>
<td>Comparisons are good</td>
<td>Comparisons are well defined, thorough and complete</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>More than 4 spelling/grammatical errors</td>
<td>Between 1 – 4 grammatical/spelling errors</td>
<td>No spelling or grammatical errors</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>No clear or logical organizational structure, just lots of facts</td>
<td>Content is logically organized for the most part</td>
<td>Content is well organized using headings or bulleted lists to group related material</td>
<td></td>
</tr>
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</table>

**TOTAL**
# Online Discussion Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory = 0</th>
<th>Limited = 1</th>
<th>Proficient = 2</th>
<th>Exemplary = 3</th>
<th>Score</th>
</tr>
</thead>
</table>
| **Critical Analysis**  
(Understanding of Readings and Outside References) | Discussion postings show little or no evidence that readings were completed or understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from the readings, outside resources, relevant research, or specific real-life application. | Discussion postings repeat and summarize basic, correct information, but do not link readings to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. | Discussion postings display an understanding of the required readings and underlying concepts including correct use of terminology and proper citation. | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation. | |
| **Participation in the Learning Community** | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. | Discussion postings sometimes contribute to ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by personal experience or related research. | Discussion postings contribute to the class' ongoing conversations as evidenced by — affirming statements or references to relevant research or, — asking related questions or, — making an oppositional statement supported by personal experience or related research. | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research. | |

[https://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html](https://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html)
# Research Report: Matrix of Theories

**Teacher Name:** Dr. Camardese  
**Student Name:**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of information</td>
<td>All topics are addressed and all questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed and most questions answered with at least 2 sentences about each.</td>
<td>All topics are addressed, and most questions answered with 1 sentence about each.</td>
<td>One or more topics were not addressed.</td>
</tr>
<tr>
<td>Quality of information</td>
<td>Information clearly relates to the main topic. It includes several supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.</td>
<td>Information clearly relates to the main topic. No details and/or examples are given.</td>
<td>Information has little or nothing to do with the main topic.</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is very organized</td>
<td>Information is well organized</td>
<td>Information is organized</td>
<td>The information appears to be disorganized. 8)</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No grammatical, spelling or punctuation errors.</td>
<td>Almost no grammatical, spelling or punctuation errors.</td>
<td>A few grammatical spelling, or punctuation errors.</td>
<td>Many grammatical, spelling, or punctuation errors.</td>
</tr>
<tr>
<td>Applicability to understanding behavior</td>
<td>Thoroughly addresses how theory relates to understanding of children and youth behavior.</td>
<td>Does a good job of addressing how theory relates to understanding of children and youth behavior.</td>
<td>Does an adequate job of addressing how theory relates to understanding of children and youth behavior.</td>
<td>Does not address how theory relates to understanding of children and youth behavior.</td>
</tr>
</tbody>
</table>

**Date Created:** Aug 23, 2017 02:05 pm (CDT)
<table>
<thead>
<tr>
<th></th>
<th>Exemplary-10</th>
<th>Accomplished-8</th>
<th>Developing-7</th>
<th>Beginning-6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>Information presented in logical, interesting sequence</td>
<td>Information in logical sequence</td>
<td>Difficult to follow presentation--student jumps around</td>
<td>Cannot understand presentation--no sequence of information</td>
</tr>
<tr>
<td><strong>Subject Knowledge</strong></td>
<td>Demonstrates full knowledge by answering all class questions with explanations and elaborations</td>
<td>At ease with expected answers to questions but does not elaborate</td>
<td>Uncomfortable with information and is able to answer only rudimentary questions</td>
<td>Does not have a grasp of the information. Cannot answer questions about subject</td>
</tr>
<tr>
<td><strong>Graphics</strong></td>
<td>Explain and reinforce screen text and presentation</td>
<td>Relate to text and presentation</td>
<td>Occasionally uses graphics that rarely support text and presentation</td>
<td>Uses superfluous graphics or no graphics</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Uses a variety of sources in reaching accurate conclusions</td>
<td>Uses a variety of sources in reaching conclusions</td>
<td>Presents only evidence that supports a preconceived point of view</td>
<td>Does not justify conclusions with research evidence</td>
</tr>
<tr>
<td><strong>Screen Design</strong></td>
<td>Includes a variety of graphics, text, and animation that exhibits a sense of wholeness. Creative use of navigational tools and buttons</td>
<td>Includes a variety of graphics, text, and animation. Adequate navigational tools and buttons</td>
<td>Includes combinations of graphics and text, but buttons are difficult to navigate. Some buttons and navigational tools work</td>
<td>Either confusing or cluttered, barren or stark. Buttons or navigational tools are absent or confusing</td>
</tr>
</tbody>
</table>
Grading Criteria:

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

<table>
<thead>
<tr>
<th>Grades</th>
<th>Points Earned</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>237-255</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>229-236</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>219-228</td>
<td>86%</td>
</tr>
<tr>
<td>B</td>
<td>214-218</td>
<td>84%</td>
</tr>
<tr>
<td>B-</td>
<td>204-213</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>193-203</td>
<td>76%</td>
</tr>
<tr>
<td>C</td>
<td>188-192</td>
<td>74%</td>
</tr>
<tr>
<td>C-</td>
<td>178-187</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>173-177</td>
<td>68%</td>
</tr>
<tr>
<td>D</td>
<td>168-172</td>
<td>66%</td>
</tr>
<tr>
<td>F</td>
<td>below 167</td>
<td></td>
</tr>
</tbody>
</table>
Course Schedule

WEEK ONE – January 8-14

Respond to the following questions in a discussion reply.

First (preferred) and last name:

1. What's your educational background? Professional background? Where do you currently work, where have you worked?

2. Hobbies, passions, things that make you happy?

3. What city and state do you currently live in?

4. For accessing this course are you using a PC or a Mac? What browser do you typically use? (e.g. Chrome, Safari, Firefox, or Internet Explorer)

5. Describe one of your first memories. About how old were you then? What year were you born?

6. Given that this class will take up at least 8 hours of your time each week, what activity will you reduce or give up to make time for your work in this class?

7. Attach a picture. It can be a picture of you, your pet, your favorite athlete, etc. Please explain the picture!

READ

Read Chapter 1 - Understanding Behavior in Children and Youth

VIDEOS

Refer to the videos under the Content of week one that profile Jean Piaget, Lev Vygotsky, Albert Bandura, and Erik Erikson.

DISCUSSION

Under the Discussion, post which of the theoretical viewpoints described in Chapter 1 you identify with. Be sure to provide a rationale for your selection and post two substantive replies to classmates.

MATRIX OF THEORIES ASSIGNMENT

Complete the Matrix of Theories - Develop a matrix for comparing and contrasting the various theoretical viewpoints described in Chapter 1. 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 of the
merits and limitations of each theory applied to the provision of behavior supports to learners. Submit your matrix via the Dropbox. – DUE JANUARY 14

WEEK TWO – JANUARY 14 - 21

1. Read Chap. 2
2. Visit the following websites:
   Harvard Family Research Project - www.hfrp.org
   OSEP Technical Assistance Center on Positive Behavior Interventions and Supports - www.pbis.org
   Family Friendly Schools - www.familyfriendlyschools.com
   National Coalition for Parent Involvement in Education - www.ncpie.org

Review the website and post under Discussions what the site offers with regard to partnerships with families in general education and special education. Focus on partnerships that involve escalating behavior/positive behavior support.

3. Review the vignettes: 2.1, 2.2, & 2.3 – DISCUSSION POST

After reviewing the vignettes, identify the ways in which obligations for an alliance and levels of participation are addressed as they are described. Brainstorm additional potential levels of participation and connections with the obligation for a reliable alliance. Create a post and respond to two other posts.

CHAPTER 3 - ENSURING ETHICAL PRACTICE

1. Read Chapter 3 - Ensuring Ethical Practice
2. Watch the TED talk:
   The Significance of Ethics and Ethics Education in Daily Life | Michael D. Burroughs | TEDxPSU
   https://youtu.be/_8juebyo_Z4

   QUIZ

   Quiz #1 - Review the Nine Organizing Themes for Understanding Ethical Practices found in Chapter 3, Figure 3-1 and comment on how Michael D. Burroughs talk has implications for educators.

WEEK THREE – JANUARY 21 – 28

READ

Read Chapter 4 - Prevention Through Effective Instruction

RESPOND TO REFLECTIVE MOMENT AND SUBMIT TO DROPBOX

Respond to the Reflective Moment for Vignette 4.1, 4.2, 4.3, 4.4, and 4.5. Create a word document and write one paragraph for each response. Submit your paper to the dropbox (10 points).

BEHAVIOR ASSESSMENT

Complete the Behavior Assessment - Conduct an A-B-C analysis - see below
DISCUSSION

Under the Discussion tab, describe one antecedent management strategy that you would consider using within your classroom to address a specific challenging behavior, and present your approach. Provide a rationale for your choice.

READ

Read Chapter 5

RECORDING BEHAVIORS TASK

Complete the Frequency and Interval Recording task - see week three content on D2L
Complete the Duration and Latency Recording task – see week three content on D2L

FBA

Identify an individual to conduct an FBA - this assignment will be due week 6.

WEEK FOUR – JANUARY 28 - FEBRUARY 4

READ

Read CHAPTER 6

JOURNAL ARTICLE ASSIGNMENT

2. 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 designs found in Chapter 6 (30 points). Submit your paper to dropbox. Some possible journals to investigate:

Applied Behavior Analysis for Teachers
Journal of Applied Behavior Analysis
Exceptional Children
Teacher Education and Special Education
Remedial and Special Education
Journal of Positive Behavior Interventions

READ

Read Chapter 7 - Planning Behavior Supports
VIDEO

Watch What is PBIS video and the video A Snapshot of the BiPBIS 4:1 Ratio (see below)

DISCUSSION

Go to the website www.pbis.org and look for information, articles, sources, and links that will provide you with models for both school-wide planning as well as Levels 2 and 3 PBIS planning. Identify a school model that resonates with you - under Discussions post the model and provide your rationale for selecting this particular model. Respond to two other posts.

WEEK FIVE – FEBRUARY 4 – 11

READ

Read CHAPTER 8 - EVALUATING POSITIVE BEHAVIOR SUPPORTS

DISCUSSION

Go to the website of the Center for Positive Behavioral Intervention and Supports (www.pbis.org) and look for references and descriptions of methods of evaluation of PBIS at all three levels. Under Discussions identify one method of evaluation you believe to be valid and accurate. Post to two other responses.

READ

Read Chapter 9 - Using Reinforcement to Increase Appropriate Behavior

VIDEO & QUIZ #2

Refer to the text and the six videos below. For quiz number 2 - create a grid that (a) names; (b) defines; and (c) provides an example of each reinforcement strategy named in Chapter 9.

WEEK SIX – FEBRUARY 11 – 18

READ

Read Chapter 10 - Teaching Positive Replacement Behaviors
DISCUSSION

Review vignette 10.1 and respond in the Discussion to the following:

What are some examples of how you could use functional communication training methods for learners who engage in challenging forms of behavior? Do you think that such training and skill development would assist in the prevention of challenging behavior?

FBA DUE – USE THE DROPBOX

WEEK SEVEN – FEBRUARY 18 – 25

READ

Read. Chapter 11 - Reducing Challenging Behavior

DISCUSSION

Under Discussion, indicate which of the intervention alternatives used to reduce excessive behavior (a) differential reinforcement procedures, (b) extinction; (c) response cost, (d) time-out procedures or (e) punishment, you have used. What are the strengths? weaknesses?

WEEK EIGHT – FEBRUARY 25 – MARCH 2

READ

Read Chapter 12 - Quality of Life and Self-Determination

DISCUSSION

Under Discussion, address the question under the Reflective Moment for vignette 12.2:

How are the outcomes and associates action steps for Bekah relevant for the development of self-determination skills? Consider the four characteristics (autonomous functioning, self-regulation, psychological empowerment, and self-realization) introduced earlier in the chapter.

PRESENTATION

Presentation of positive intervention (50 points) - Consult the websites www.pbis.org, www.nasponline.org, www.nasdse.org, and www.cec.sped.org for information pertaining the use of positive interventions designed to address challenging behavior Create a presentation to share in the dropbox.