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** (70 points) Seven 10 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** (40 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, May 3rd 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. **Behavior Management approach exploration** (30 points). 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; (e) Safe & Civil Schools; and Strategies to assist parents with problem behaviors.
10. **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.

**Grading Criteria:**

Grading will be based upon a point system. Total points possible will be 360. 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>
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<tr>
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<td>90%</td>
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<td>B+</td>
<td>310-323</td>
<td>86%</td>
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<td>B</td>
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<td>66%</td>
</tr>
<tr>
<td>F</td>
<td>237 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** - Turned off prior to class.

5. **Assignment due dates** – any assignment turned in after the due date will have a 10% deduction in the grade. Assignments turned in two weeks beyond the due date will not be accepted and will earn a 0.

6. **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 15

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

January 17

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

Pa. Competencies:  II D, II E

Week 2

January 22

1. Quiz #1
2. Chapter 2 – Planning for the Year and Managing the Physical Environment (Kaufmann, et.al)
3. Case Study – Avoiding the Issue

January 24

AVATAR SESSION

Pa. competencies:  II C 2

Week 3

January 29

Chapter 2 – Planning for the Year and Managing the Physical Environment (Kaufmann, et.al)
Chapter 3 – Identifying Behavior Problems, Kaufmann, et.al
Socratic Seminar – Chapter 3
January 31

Quiz #2 – Chapter 2
Video

Pa. Competencies: II F 2

Week 4

February 5

Chapter 3 – Identifying Behavior Problems- Kaufmann, et.al

Book Talk – Thirteen Reasons Why

Classroom Management – Complete IRIS Module: Classroom Management Part 1: Learning the Components of a Classroom Management Plan

IRIS Module is completed outside of class

February 7

Quiz #3 – Chapter 3

Socratic Seminar – Chapter 4

Case Study – Avoiding the Issue

February 8 – Night to Shine (required attendance)

Pa. Competencies: II D

Week 5

February 12
Chapter 4 – Analyzing Behavior Problems – Kaufman, et.al

Praise Notes Due

February 14

Gallery Walk – Behavior Management Strategies

Case study – Winnie

Pa. Competencies: II C1, II C2

Week 6

February 19

Quiz #4

Socratic Seminar – Chapter 5

Chap. 5 – Changing Behavior – Kaufmann, et.al

February 21

Chapter 5 – Changing Behavior

Case study - Stealing Time

Assignment completed outside of class – IRIS Module: Classroom Management (Part 2): Developing Your Own Classroom Management Plan

Pa. Competencies: II G 5

Week 7

February 26

Quiz #5 – Chapter 5
Book Talk – One Child

Socratic Seminar – Chapter 6
February 28

1. Chapter 6 – Talking with Students

2. Case study – One Bad Apple

Pa. Competencies II G 7

Week 8

March 5

Quiz #6 – Chapter 6

Socratic Seminar – Chapter 7

Chapter 7 – Using Peer Influence

March 7

Chapter 7 – Using Peer Influence

Case Study – Stealing Time

Pa. Competencies: II G 8, II G 5

Week 9

March 12 Spring Break

March 14 Spring Break

Week 10

March 19

Quiz #7 – Chapter 7

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

March 21

Case Study – What’s Inclusion Got to do with it?

Speaker

Pa. Competencies: II D

Week 11

March 26

Practicum Review and preparation

Case Study - Charlie

March 28

In Practicum

Pa. Competencies: II D

Week 12

April 2

In Practicum

April 4

In Practicum

April 6

Special Olympics (Saturday – required attendance)

Pa. Competencies: II D

Week 13

April 9

Practicum

April 11

Practicum

Pa. Competencies: II D
Week 14

April 16   In Practicum class
April 18   In Practicum class

Pa. Competencies:  II D

Week 15

April 23   In Practicum class

April 24   URAC – required attendance

April 25   In Practicum class

Pa. Competencies:  IID

Week 16

April 29   Practicum De-briefing

May 3      Mock IEP

Pa. Competencies:  IID

Finals Week

Final – Monday, May 6th – Mock IEP reflection due
Social Story due
FBA due

Four classes will be held for an IEP workshop, Thursday 2:00-4:00
March 19, 21, 22, & 26

Practicum Dates:  1st practicum: March 27 – April 9

2nd practicum: April 10 – April 17 & April 23 -26
REQUIRED ATTENDANCE AT:

1. Night to Shine – Friday evening, Feb. 8
2. Special Olympics on Saturday April 6
3. URAC on Wednesday, April 24th is required