

**Rhode Island College
School of Education and Human Development
Department of Special Education**

Course: **Special Education 310-01:** Principles and Procedures of Behavior Management for Children and Youth with Disabilities

Catalog:

Included is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of fieldwork are required. 4 credit hours. Prerequisite SPED 300 and admission to the department.

Extended:

Acquisition of principles and application of procedures to manage behavior that interferes with student learning are emphasized in the course. Preventive planning through classroom structure is introduced and applied. Specific student behavior that interferes with learning is described and defined. An appropriate procedure, based on the functional perspective, for measuring the occurrence of defined behavior is selected and employed. Observational data are presented and interpreted with a single subject design. An intervention strategy for altering the occurrence of defined behavior is described together with hypothetical data about its anticipated effect.

Relationship to Professional Program:

This is the second course in the professional sequences within the Department of Special Education. Students expand upon the content included in the introductory course specific to characteristics and needs of students with disabilities and the function of regular and special education in development of personal-social and academic skills. The fieldwork experience is specifically designed to broaden the student's experience with students with disabilities within a classroom setting. Information and skills acquired in this course serve as a foundation for other courses in the professional development sequence and are fully applied during student teaching experience. This course is required for State of Rhode Island certification as a special educator. It is also an admission requirement for M.Ed. programs in special education.

Relationship to the Conceptual Framework and FSEHD

Critical knowledge specific to viewing persons with disabilities from a variety of perspectives is included in this course. Planning inclusive of collection of necessary data as a prerequisite to influencing behavior is emphasized in the course. Students are taught to analyze and reflect on the adequacy of acquired data in terms of design and implementing classroom management and behavior change procedures with full consideration as to the influence of linguistic/cultural diversity on behavior. The importance of continuing to collect and analyze data throughout the implementation phase is stressed. Technology is infused throughout the course specific to collecting data, designing and evaluating effective interventions as applicable to influencing the behavior of students with special needs. Students are required to consider and reflect upon professional/ ethical issues associated with all phases of classroom management and behavior change programs. Comprehensive planning, systematic implementation and ongoing reflection are the foundation for course content. Consideration of special education approaches and practices in other countries is included within the context of diversity and multicultural issues. The extent to which these concepts impacts upon understanding and influencing human behavior is explored resulting in greater understanding of the complexities of effectively educating students with disabilities.

In addition to course examinations, (midterm and final), students will submit a Structure Project, Functional Behavior Assessment, (FBA), and Functional Behavior Plan, (FBP). Students are also required to complete a 30 hour practicum placement in a school that serves students with disabilities. Placement may be in either an inclusion or self-contained classroom.

If you currently work in a school, or have access to one, public or private, where students with disabilities are served you may, with instructor permission, request that you be able to complete your practicum hours at that site. Approval from the administration at your proposed site will need to be secured by the RIC Special Education Department before the start of your practicum. You will need to provide information about your site so that the appropriate forms can be forwarded. If you are not able to find your own practicum site, a limited number of placements are available at area schools. You will be assigned to a placement and given the name of your supervising teacher. You are expected to contact this individual and arrange with him or her the hours and days you will be on site. It is expected that you begin your placement no later than the end of the third week of classes.

Your placement will provide you with the data for the Structure Project, FBA and FBP. You will be required to be on site during regular school hours. A one hour on-site observation will be conducted by your instructor at some point during the semester. This practicum will account for 10% of your final grade. Your performance will be evaluated by both your instructor and your supervising teacher on site. As required by state and federal guidelines, you will be expected to maintain the confidentiality of all students, using only initials or pseudonyms when referring to specific individuals.

Relationship to the Rhode Island Professional Teacher Standards (RIPTS)

This course relates most directly to the following RIPTS:

- Standard #1. Teachers create a learning experience using a broad base of general knowledge that reflects an understanding of the world in which we live.
- Standard #2. Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the discipline they teach.
- Standard #3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard #4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
- Standard #5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
- Standard #6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.
- Standard #9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
- Standard #11. Teachers maintain professional standards guided by legal and ethical principles.

Course Information

Prerequisites: Special Education 300 with the grade of B- or better

Texts:

Walker, J. and Shea, T. and Bauer, A. (2007). Behavior Management: A Practical Approach for Educators. Columbus: Merrill.

Course Objectives: (Coded to Conceptual Framework and RIPTS)

1. Through completion of a course project, students will demonstrate knowledge and understanding of classroom organization including: (1) the arrangement of the physical environment; (2) comprehensive educational program planning; and (3) scheduling which facilitates student learning. **(RIPTS 1)**
2. Students will demonstrate in writing knowledge and understanding of philosophical and ethical concerns associated with the use of behavior modification strategies within the context of a global perspective. **(Professionalism: Professional Ethics; RIPTS 11)**
3. Through completion of a course project, students will demonstrate the ability to observe, measure and record behavior. **(Pedagogy: Assessmt as an Aid to Practice; RIPTS 9)**
4. Students will demonstrate knowledge of single subject designs. **(Pedagogy: Theory and Practice of Teaching and Learning; RIPTS 2)**
5. Students will demonstrate knowledge and understanding of the influences of antecedent and consequent events upon behavior through a course project. **(Knowledge: Human Learning and Development; RIPTS 3 and 5)**
6. Students will demonstrate knowledge and understanding of psycho-educational techniques for managing behavior of individuals and groups of children and youth with disabilities. **(Knowledge: Human Learning and Development; RIPTS 3 and 4)**
7. Students will demonstrate the ability to systematically plan behavior management strategies to facilitate an individual student's personal, social and emotional development through a course project. **(Knowledge: Contexts of Schooling; RIPTS 6)**
8. Students will demonstrate initial understanding of the influence on education given a students' abilities (cognitive, sensory, neurological and emotional status), gender, social class, language and cultural and experiential background on their assumptions and reasoning. **(Diversity: Cultural Diversity and Special Needs Inclusion; RIPTS 4)**
9. Students will demonstrate the ability to plan an appropriate intervention designed to modify maladaptive behavior with full consideration of professional/ethical issues. **(Professionalism; RIPTS 11)**
10. Students will demonstrate the ability to incorporate behavioral technology in educating students with disabilities. **(Professionalism: Professional Development; RIPTS 10)**
11. Students will demonstrate a reflective approach for improving their practice. **Professionalism: Professional Development; RIPTS 10)**

Course Schedule, Topics, Readings, and Assignments

Course Assignments

- 1.0 Readings as assigned
- 2.0 Structure Project (30% of the grade) RIPTS: 1, 6
- 3.0 Functional Behavior Assessment Project, (FBA) (15% of the final grade)
RIPTS: 4, 6
- 4.0 Functional Behavior Plan Project (15% of the final grade) RIPTS: 2, 5, 6, 9, 10
- 5.0 Completion of a 30 hour practicum at an approved school that serves students with disabilities

Grading Policies

Mid Term Examination	15%
Final Examination	15%
Structure Project	25%
FBA Project	15%
FBP Project	15%
Practicum	10%
Participation	5%

Grades will be assigned according to the following values:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = -60
A = 93- 96	B = 83-86	C = 73-76	D = 63-66	
A- = 90- 92	B- = 80-82	C- = 70-72	D- = 60-62	

PERFORMANCE ASSESSMENTS:

Performance	Course Outcomes	RIPTS	CEC Standards	Conceptual Framework
Structure Project	1,6,7,10,11	1,3,6	5	Knowledge: Area of specialization Pedagogy: Assessment;
FBA	1,3,4,5	1,3,6,11	2,3,5,6,8,9,10	Knowledge: Human Learning and Development, Pedagogy: Assessment
FBP	3,4,5,7,9	1,3,6,7,11	2,3,4,5,6,7,9,10	Knowledge: Human Learning and Development; Diversity: Cultural Diversity
Practicum Observation	8,2,11	4,6,10,11	1,2,3,5,9,10	Knowledge: Area of Specialization, Knowledge of Human Development and Learning Diversity: Cultural Diversity
Examination # 1	2,5,6	1,3,4,6,7	1,2,3,4,5,9	Knowledge: Areas of Specialization
Examination #2	4,5,6,9,10	1,3,4,6	1,2,3,4,5,8	Knowledge: Areas of Specialization

Required Readings

Walker, J. and Shea, T. and Bauer, A. (2007). Behavior Management: A Practical Approach for Educators. Columbus: Merrill. – Chapters to be assigned

OSEP Technical Assistance Center on Positive Behavioral Interventions & Supports

<http://www.pbis.org/schoolwide.htm>

Primary: <http://www.pbis.org/primaryprevention.htm>

Secondary: <http://www.pbis.org/secondaryprevention.htm>

Tertiary: <http://www.pbis.org/tertiaryPrevention.htm>

Institute for Educational Sciences. (2008) Reducing Behavior Problems in the Elementary Classroom

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Riffel, L. (2008) Positive Interventions and Effective Strategies: PIES II

<http://www.behaviordoctor.org/files/books/2008PIESII.pdf>

With the exception of book chapters students will be sent a link to each of the assigned readings. Hard copies will not be made available.

Selected Internet Resources

Council for Exceptional Children.

<http://cec.sped.org/>

Information Works.

<http://www.infoworks.ride.uri.edu>

The New York Times

<http://www.nytimes.com/>

Rhode Island Department of Education.

<http://www.ride.net>

Rhode Island College PBIS:

<http://ripbis.org>

US Department of Education, Office of Special Education.

<http://wwwk.ed.gov/joffices/OSERS/OSEP/index.html>

Journals:

1. Behavioral Disorders
2. Exceptional Children
3. Journal of Applied Behavioral Analysis
4. Journal of Learning Disabilities
5. Journal of Special Education

Name _____

Special Education 310 Structure Project Rubric

RIPTS 1, 3, 6; CEC 5

		Exceeds Standard	Meets Standard	Approaches Standard	Does Not Meet Standard
Knowledge of School (4 points) Areas of Analysis: 1-Number of students, 2-Make up of student population, 3-Number of teachers, 4-Academic performance of school, and 5-Number of students receiving special education services.		Describes in detail with full understanding of the school setting each of the areas of analysis.	Describes in detail with adequate understanding of the school setting each of the areas of analysis.	Describes in limited terms the school setting inclusive of minimally three areas of analysis.	Describes in limited terms less than three areas of analysis.
ICC5K1-2	ICC5K1-2				
Setting and Students (4 points) Areas of Analysis: 1-Chronological age, 2-Gender, 3-Disability Label, 4-Level of academic functioning, 5-Personal and social skills, and 6-Unique individual characteristics.		The <u>specific setting</u> and four students are comprehensively described.	The <u>specific setting</u> and four students are adequately described.	The <u>specific setting</u> and four students are minimally described.	The <u>specific setting</u> and four or less students are described in broad general terms.
ICC3K1-2 IGC3K2-3	ICC3K1-2 IIC3K1-3				
Spatial Arrangements (4 points) Areas of Analysis: 1-Location of desks and student assignment to desks, 2-Learning centers, 3-Recreation centers, 4-Room dividers, 5-Study carrels, 6-Storage areas, 7-Windows, 8-Other distinctive features, 9-Mobility patterns for students, and 10-Task cards and work completed folders if used.		<p>The physical structure of the room is comprehensively described inclusive of each area of analysis.</p> <p>A detailed floor plan is provided. The physical environment is thoughtfully reviewed in terms of influencing behavior with reference to Chapter nine as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a thoughtful rationale for each provided.</p>	<p>The physical structure of the room is adequately area of analysis.</p> <p>A detailed floor plan is provided. The physical environment is reviewed in terms of influencing behavior with reference to Chapter nine as appropriate. Aspects of the environment to be maintained and aspects to be changed are noted and a rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of eight areas of analysis.</p> <p>A simple floor plan is provided. The physical environment is reviewed in terms of influencing behavior. Aspects of the environment to be maintained and aspects to be changed are noted and a limited rationale for each provided.</p>	<p>The physical structure of the room is minimally described inclusive of eight or less areas of analysis.</p> <p>The floor plan and reflection specific to the influence of the environment on behavior and suggested changes are superficial.</p>
IGC5K2-3 ICC5S5	IIC5K3-4 ICC5S5				

Name _____

	Exceeds Standard	Meets Standard	Approaches Standard	Does Not Meet Standard
Temporal Arrangements (4 points)	A detailed copy of the daily and weekly schedule is provided. A thoughtful reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to Chapter 8 as appropriate.	A copy of the daily and weekly schedule is provided. An adequate reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change, with reference to Chapter 8 as appropriate.	A copy of the daily and weekly schedule is provided. A limited reflection is included inclusive of aspects of the schedule, which are appropriate, and aspects, which require change.	Daily and weekly schedules lack detail. Reflection section is minimal or not included.
ICC5S12	ICC5S12			
Rules (4 points) Areas of Analysis: 1-Are the rules developmentally appropriate? 2-Were the rules collaboratively developed? 3-Are the rules few in number? 4-Are the rules positively stated? 5-Are the rules appropriately posted? 6-Are the rules periodically reviewed? 7-Is rule following behavior positively reinforced? 8-What are the procedures when a rule is violated?	A list of classroom rules is provided and thoughtfully critiqued inclusive of consideration of each of the areas of analysis. Thoughtful suggestions, demonstrating full understanding of the rule setting process and or the rules is included? Reference to Chapter 8 in the text is included.	A list of classroom rules is provided and adequately critiqued inclusive of consideration of each of the following: Appropriate suggestions, demonstrating full understanding of the rule setting process and or the rules is included? Reference to Chapter 8 in the text is included.	A list of classroom rules is provided with adequate consideration of at least six areas of analysis. Suggestions for change are superficial or not provided.	A list of classroom rules is provided with adequate consideration of less than six areas of analysis. Suggestions for change are superficial or not provided.
ICC5S1-S5	ICC5S1-S5			
Group Composition Group Process (4 points)	The composition of the group is comprehensively described with reference to the guidelines for group composition as included in Chapter 8. The stage of group development for the group and individual students is specified. Examples demonstrating full understanding of group composition are provided. Group processes described in Chapter 9 are comprehensively described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are thoughtfully discussed indicating usefulness in influencing behavior within the setting.	The composition of the group is adequately described with reference to the guidelines for group composition as included in Chapter 8. The stage of group development for the group and individual students is specified. Examples demonstrating full understanding of group composition are provided. Group processes described in Chapter 9 are adequately described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are adequately discussed indicating usefulness in influencing behavior within the setting.	The composition of the group is minimally described. Examples demonstrating understanding of group composition are provided. Group processes are minimally described inclusive of classroom examples when available. Uses of group processes within the context of the current setting are minimally discussed indicating usefulness in influencing behavior within this setting.	Group composition and group process are superficially described. Examples are inappropriate or not provided.
IGC5S4-5	IIC5S4-5			

Name _____

		Exceeds Standard	Meets Standard	Approaches Standard	Does Not Meet Standard
Summary (4 points)		The summary section provides a comprehensive review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the RIPTS #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.	The summary section provides an adequate review of the physical environment, temporal arrangements, rules and group composition/process demonstrating critical thinking skills within the context of the RIPTS#6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.	The summary section provides a limited review of the physical environment, temporal arrangements, rules and group composition/process within the context of the RIPTS #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.	The summary section provides a superficial review of the physical environment, temporal arrangements, rules and group composition/process within the context of the RIPTS #6 and the related indicators; Teachers creates a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.
IGC5S4-5 ICC5S1-S5 ICC5S12 IGC5K2-3 ICC5S5	IIC5S4-5 ICC5S1-S5 ICC5S12 IIC5K3-4 ICC5S5				
Writing Style (4 points)		The student's written communication effectively presents ideas in an organized fashion and free of mechanical errors (spelling, syntax, grammar, and usage).	The student's written communication effectively presents ideas in an organized fashion with a few minor mechanical errors (spelling, syntax, grammar, and usage).	The student's written communication effectively presents ideas in an organized fashion but with many mechanical errors (spelling, syntax, grammar, and usage).	The student's written communication does not present ideas in an organized fashion and demonstrates minimal competence in the proper mechanics of writing (spelling, syntax, grammar, and usage).

Overall Rating: Exceeds Standard Meets Standard Approaches Standard Below Standard