

Sped 540—Behavior Management

Department: School of Graduate Studies
Course Number: Sped 540
Course Title: Behavior Management
Credit Hours: 3
Semester/Year:
Instructor:
Email:



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Introduction

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description: This course will focus on basic principles of behavior modification as well as survey practical applications of this approach. Course content will include theoretical implications, behavioral and functional analysis, targeting behaviors, collecting information, interventions, positive behavioral support, and monitoring for change.

Text: Maag, J. W. (2004). *Behavior management: From theoretical implications to practical applications* (2nd Ed.). Belmont, CA: Wadsworth/Thomson Learning.

APA Guide 6th edition

Objectives:

At the completion of this course, the student will:

1. Demonstrate knowledge of the principles of behavior modification and management through the implementation of behavior change mini-projects. (CF 1.2.3; 1.3.1; 1.3.2; 2.1.2; 3.1.2) (INTASC 1-10)
2. State and discuss the ethical issues involved in behavior modification. (CF 2.1.2) (INTASC 6, 9, 10)
3. Discuss various kinds of behavior modification strategies and techniques. (CF 1.2.2; 1.3.1; 1.3.2; 2.1.2; 3.1.2) (INTASC 1-10)
4. Monitor behavior, collect data, and keep accurate records as demonstrated in mini-projects. (CF 1.3.5; 2.1.2) (INTASC 2, 4, 6-10)
5. Identify situations in which behavior modification can be used and determine appropriate behavior modification strategies for use. (CF 1.2.2; 1.3.1; 1.3.2; 2.1.2; 3.1.2) (INTASC 1-10)
6. Investigate, compile, and present (orally and in writing) research in the area of behavior management/modification. (CF 1.1.2; 1.2.1; 1.2.3) [INTASC 1-9]

Instruction Method/Mode of Delivery:

Online discussion
Self-directed research
Case study analysis
Resource discussion
Written reflection

Student Requirements:

Weekly Participation in Online Discussion Board	24 points
Topics will vary from week to week, and dialogue among students is essential to share experiences and insight. Each student will log three entries each week. The initial post should be between 150 and 250 words with responses to other learners being no less than 100 words. Initial posts should be completed by Friday. Responses should be done by Saturday.	
Weekly synopses/reflections of reading material (3 points each)	24 points
Specific questions for the weekly reviews will be posted in the Assignments section. Weeks run from Monday through Sunday--with Sunday being the last day of the week. Each synopsis is due by midnight on Sunday of that week.	
Two Case Study Analyses (5 points each)	10 points
Here you will be given the chance to discuss interventions for real-life classroom scenarios. Case studies will be introduced during Week 4 and Week 6 of the course.	
Two Online Resource Reviews (6 points each)	12 points
Students will identify and review two online resources related to behavior.	
Behavior Research Project	30 points
Students will have the opportunity to explore in-depth a topic of	

their choosing relating to behavior management. The paper should be at least 10-12 pages long and have at least five references. Topics should focus on strategies that could be used in a school setting.

Final Exam

25 points

Students must pass a comprehensive final exam in order to pass the course.

TOTAL POINTS POSSIBLE FOR COURSE:

125 points

GRADING POLICY: Students will be evaluated upon the basis of the course requirements, as previously specified. All assignments will be due **on time** as listed on the class schedule or presented in class.

Grading Policy:

A	90-100%	C	70-74%
B+	85-89%	D+	65-69%
B	80-84%	D	60-65%
C+	75-79%	F	59% or below

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (Public Law 93-112) Section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.

2. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Dishonesty:

(Revised and approved by the Academic Deans Council 5/14/2003)

- a) Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:
 - 1) Refers during an academic evaluation to material sources not authorized by the faculty member.
 - 2) Utilizes devices during an academic evaluation that are not authorized by the faculty member.
 - 3) Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
 - 4) Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
 - 5) Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
 - 6) Acts as a substitute or utilizes a substitute in any academic evaluation.
 - 7) Fabricates data in support of laboratory or field work.
 - 8) Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc. online or hardcopy.
 - 9) Alters grade records of his/her own or another student work in a course or a component of a course.
- b) Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.
- c) Penalties for instances of academic dishonesty:
 1. The faculty member, at his or her discretion, may a) assign a failing grade for the assignment; b) assign a failing grade for the course, c) recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic

- dishonesty, d) request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
2. A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
 3. Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

Bibliography:

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