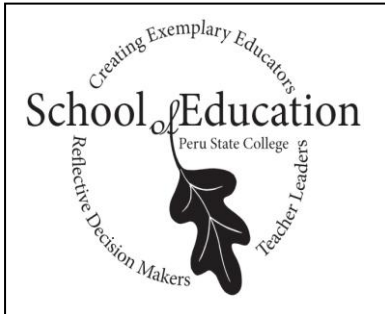


**Department: School of Education**  
**Course Number: SPED 540**  
**Course Title: Behavior Management**  
**Credit Hours: 3**

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### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

### **Mission Statement**

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.

### **Conceptual Framework: Creating Exemplary Educators - Teacher Leaders**

Peru State College offers a Master of Science in Education Degree with a major in Curriculum and Instruction. It is our belief that graduate offerings should encourage students to function at the highest levels of cognitive reasoning. Since all entering graduate students must possess not only an undergraduate degree and teaching credentials, it is assumed that basic professional skills have been mastered. In the

majority of instances, our graduate students are currently teaching and have multiple years of successful teaching experience.

When our graduate program was established in the mid-1980s, it was designed to serve teachers working in rural areas. Access to graduate programs for teachers employed in our economically deprived and remote area was severely restricted. Surveys of practicing teachers indicated a need for technological skills, ability to analyze education environments, curriculum development, ability to be consumers of and contributors to research, an understanding of current issues and human relation skills that could be implemented in their classrooms. These components served as the basis for the original graduate program in pedagogy. In the mid-1990s the growing emphasis of technology in the classroom and a greater demand from urban teachers caused us to reexamine our offerings and expand the Masters degree program to include two areas of emphasis: Teaching and Learning and Instructional Technology. These areas of emphasis were offered until recently, when the decision was made to ensure that these critical aspects of effective teaching were integrated into the required coursework. Our current program, implemented summer of 2008, now has one primary focus on curriculum and instruction, but provides opportunities for students to select one or more courses to delve into an area of their choice.

At the graduate level, we encourage our candidates to function at the highest levels of cognitive reasoning and to enhance their emotional intelligence (Coleman, 1998). To be instructional leaders in one's classroom, school, and community requires the candidates to have the ability and opportunities to reflect critically upon their experiences. We have continually re-examined our Graduate Program based upon the needs of our students and effective instructional processes. Our Graduate Program emphasizes and nurtures reflective change agents in three areas that extend the undergraduate themes (Tom, 1999). The undergraduate themes are foundational knowledge, professional dispositions appropriate for teaching, and professional awareness. The corresponding graduate themes respectively are the following: enhancement of student learning, collaborative reflection (Buckley, 2000; Cinnamond & Zimpher, 1990) and professional growth.

An examination of the core requirements for the program shows clear emphasis on analytical and evaluative processes. All students must be able to demonstrate competence in analyzing an educational environment. All students must be conversant with current principles of curriculum development. All students are exposed to the most current issues in education and the issues anticipated for the future. The overall program results in teachers who are better equipped to provide effective instructional skills within their sphere of influence.

We are cognizant that many of our teachers need opportunities for collegiality and collaboration, therefore collaborative projects are encouraged. In the interest of building partnerships between our college and local schools, we offer graduate courses for those who wish to mentor pre-service teachers in field experiences. While we encourage keeping abreast of current research, content area subject matter, and methods, we recognize that this focus must be related to best meeting the learners' needs. Thus, at this level, we first encourage the critical analysis of backgrounds and perceptions and how

they influence our decisions about subject matter, curriculum, methodology, and assessment (Darling-Hammond, 2000; Delpit, 1995). We then encourage our candidates to develop “an attitude or predisposition... [that] will lead them to inquire continually about those whom they teach; it will strengthen their pedagogy” (Ducharme & Ducharme, 1999, p. 361). The MS in Education program encourages our graduates to return to their schools and communities and be reflective and insightful leaders who help effect positive change in an increasingly diverse and technological world.

### **Desired Outcomes**

An examination of the core requirements for the graduate program shows a connection to our three areas of focus. The following are our desired outcomes for each area. Ideally, these outcomes overlap and intersect and are not fragmented.

### **Enhancement of Student Learning**

Even in this age of emphasis of knowing the facts as Hirsch (1987) and others argue, teacher knowledge of the learner grows in critical importance. We believe that “...teachers want to make a difference in the lives of students” (Tom, 1999, p. 249). To develop student learning, candidates will focus on effective instructional practices to enhance student learning in their classrooms as they research, collaborate, and reflect upon their own practices. Using technology to locate and manage research allows candidates to be teacher leaders in their classrooms, schools, and communities.

1.1.1 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research, and implications for best educational practices, as well as issues of diversity.

1.1.2 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students’ learning styles, backgrounds, and special needs.

1.1.3 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students’ learning styles, backgrounds, and special needs.

1.1.4 Candidates demonstrate advanced technology skills and their application for enhancing student learning.

### **Collaborative Reflection**

Reflective practice, while often confused with reflection, is neither solitary nor a relaxed meditative process. To the contrary, reflective practice is a challenging, demanding, and often trying process that is most successful as a collaborative effort (Osterman & Kottkamp, 1993).

We expect each graduate candidate to develop a personal disposition, character, skills, and traits that are appropriate for teacher leaders. These skills and traits will be honed

through professional experiences and opportunities for reflection with peers and college faculty.

- 2.1.1 Candidates learn the collaborative process of curriculum development within a school system.
- 2.1.2 Candidates discuss ideas, concepts, and research with faculty and peers.
- 2.1.3 Candidates enhance their professional skills and collegial competencies through reflection and collaboration.

**Professional Growth . . .** *A teacher is defined as “...someone who continually strives to implement the best that is known about how to foster learning and who, by being a reflective practitioner, contributes to that ever-growing, ever changing understanding” (Weaver, C.J. & Peterson, S. 1993).*

We believe that professional growth builds upon the professional identities established at the undergraduate level. These identities evolve as candidates continually examine professional practices and use action research to effect positive change in their classrooms, schools, and communities.

- 3.1.1 Candidates research, analyze, and discuss literature in their areas of interest, diversity issues, curriculum development, and curriculum planning.
- 3.1.2 Candidates write a thesis, action research project, or comprehensive examination.
- 3.1.3 Candidates analyze and discuss their backgrounds, beliefs, and values in relation to their teaching environment, historical and current issues, students, and community. This process enhances communication skills.

### **Vision for the Future**

In 1988, the faculty of the School of Education, in many intensive workshops, reviewed the existing goals of the division, developed what is now referred to as a conceptual framework and established a basic curriculum guide. In the ensuing years, that conceptual framework was modified and updated to reflect current trends but was not formally redefined. During the 2002-2003 academic year, the faculty of the School of Education worked toward the development of this document. We believe that this document defines our new School of Education and shapes our vision for the future.

The most immediate expression of our vision is apparent in the development of an increasing number of course offerings beyond the physical PSC campus. In the spring of 2000, the Peru State College Graduate Center in La Vista, Nebraska, was opened to work in conjunction with our campus Master’s Degree Program. This new facility is staffed with a full time coordinator who publicizes and recruits for our program, assists in registration duties, and arranges for student advising with our regular faculty. There are now four full time faculty members at this Graduate Center, plus faculty from the main campus and adjunct faculty who participate in the graduate program. This second facility

offers us much improved technological resources as well as considerably greater student capacity.

In addition, the courses required for the Masters program were developed for online instruction and implemented in fall of 2005, thereby increasing the potential for students from any geographic location to complete the graduate program. While students can still choose to attend courses at either the main campus or the Graduate Center, those who need a more flexible schedule can complete one or all courses online.

### **Supporting Research**

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

## 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 Thursday. 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. Each synopsis is due by Sunday of the following 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 3 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.

**TOTAL POINTS POSSIBLE FOR COURSE:**

**100 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%		

**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)

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