



**Virtual Campus – Summer 2009
May 26 – August 8**

Mission: Wayland Baptist University exists to educate students in an academically challenging, learning focused and distinctively Christian environment for professional success, lifelong learning and service to God and humankind.

COURSE NUMBER AND TITLE: EDSP 5315 – *Behavior Management Techniques for Students with Disabilities*

TERM AND DATES: Summer 2009 (May 26, 2009-August 8, 2009)

INSTRUCTOR'S NAME: Dr. Peggy Wilson
OFFICE LOCATION: Albuquerque Campus
PHONE (505) 323-9282
OFFICE HOURS: Mon & Wed (10:30 – 2:30 MST)
Tues (2:00 – 4:00 MST)
E-MAIL ADDRESS: wilsonm@wbu.edu (*see below)

COMMUNICATION: * To contact the instructor; please use the “message” system set up in Blackboard. Please note, this is **not** the same as email.

CATALOG COURSE DESCRIPTION: This course provides an in-depth study of applied behavioral analysis; proactive intervention strategies, reinforcement and reductive techniques, and crisis prevention strategies. Research of behavioral interventions for individuals and groups, including the application of techniques for students with emotional disorders will enable the students to address these types of behaviors in the classroom setting.

PREREQUISITES: EDUC 5304

REQUIRED RESOURCE MATERIALS:

- A. Student Textbook(s)
Zirpoli, Thomas J. (2008). *Behavior Management, Applications for Teachers 5th Edition*
Pearson Prentice Hall ISBN – 13: 978-0-13-228144-7
- B. Requirements for Technology:
 1. Open a **WBU email account**. This is necessary for some communication in this course. Email communication within the Black Board System will only go to a **wayland.wbu.edu** address.
 2. **Familiarize yourself with the Communication tab, and the Message function in Black Board.** Please note this is NOT the same as email. This is the **preferred** way of communicating with the instructor. General questions about an assignment, grade or another concern should be made to the instructor through the message system. Messages will not be read on a daily basis, but will be checked several times per week, so please do not expect an immediate response. Please keep your messages simple and direct. It is important to use a *meaningful subject line* in your messages so the instructor will have a frame of reference when reading/responding them.
 3. Access to the internet on a weekly basis is a requirement for this course; we will use Black Board as the learning system. All class materials are distributed online (lecture notes, rubrics, etc.). All tests and quizzes are located online. Assignments will be collected through the Discussion Board, the Digital Drop Box, or other electronic platform.
 4. Familiarity with Microsoft Word, PowerPoint, and other software common to the practice of education is required for successful completion of the course.

5. Access to WBU Learning Resources www.wbu.edu/lrc

STUDENT LEARNING OUTCOMES:

Competencies based on Special Education Standards from the State of Texas:

Standard VII: The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

The beginning special education teacher knows and understands:

- 7.1k attitudes and behaviors of school and community personnel that positively or negatively influence the behavior of individuals with disabilities;
- 7.2k theories of challenging behavior in individuals with disabilities (e.g., non-compliance, self-stimulation, self-abuse, violence);
- 7.3k theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities;
- 7.4k ethical considerations inherent in behavior management;
- 7.5k applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavior management and discipline for individuals with and without disabilities;
- 7.6k rationales for selecting appropriate behavior management techniques for individuals with disabilities;
- 7.7k the impact of multiple disabilities on an individual's behavior and learning;
- 7.8k strategies for preparing individuals to live cooperatively and productively in society, including social skills needed for educational and functional living environments;
- 7.9k the range and variety of social skills and behavioral curricula;
- 7.10k strategies for crisis prevention and intervention;
- 7.11k how the communication skills of nonspeaking nonverbal individuals affect Their behavior; and
- 7.12k the process of functional behavior assessments and their role in developing Behavior intervention plans.

The beginning special education teacher is able to:

- 7.1s modify learning environments (e.g., schedule, physical arrangement) to promote appropriate behaviors;
- 7.2s demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with disabilities;
- 7.3s implement the least intensive intervention consistent with the needs of individuals with disabilities;
- 7.4s identify realistic expectations for personal and social behavior in various settings;
- 7.5s use effective teaching procedures to include social skills instruction in curriculum activities;
- 7.6s demonstrate procedures to increase an individual's self-awareness, self-control, self-reliance, and self-confidence;
- 7.7s design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities; and
- 7.8s develop, implement, and evaluate behavior crisis-management plans in educational settings.

MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOME COMPETENCIES:

1. Readings/Article reviews
2. Special Education Teacher Interview
3. Observation of Special Education Classroom
4. Discussion Boards
5. Behavior Management Research Project
6. Midterm / Final Exam

METHODS OF INSTRUCTION: The delivery system for the course will consist of internet supported instruction utilizing several of the Blackboard components. Instructional methods may include, but will not be limited to, the following: lecture & notes via PowerPoint, use of Discussion Board, observation, exams.

PARTICIPATION POLICY: Students are expected to submit class assignments with punctuality. Students are encouraged to communicate promptly with the professor, when necessary, in order to keep pace with the requirements of this course.

EVALUATION: University Grading System:

| | | | |
|---|----------|-----|--------------------|
| A | 90-100 | Cr | for Credit |
| B | 80-89 | NCR | No Credit |
| C | 70-70 | I | Incomplete* |
| D | 60-69 | W | for withdrawal |
| F | below 60 | WP | Withdrawal Passing |
| | | WF | Withdrawal Failing |
| | | X | No grade given |
| | | IP | In Progress |

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

COURSE REQUIREMENTS AND GRADING CRITERIA:

This course consists of many assignments. In order to avoid falling behind, all assigned work must be submitted when due. **Late work will not be accepted.** Exceptions may be made in extreme circumstances only if notice is given prior to the assignment due date. In extreme circumstances, late assignments will result in decreased point value, and there will be **no point value given after seven days.**

| Assignments | Possible | Earned |
|----------------------------|-----------------|---------------|
| Article Review # 1 | 50 | |
| Interview | 50 | |
| Mid Term | 50 | |
| Observation | 150 | |
| Article Review # 2 | 50 | |
| Behavior Mgmt Rsch Project | 250 | |
| Final Exam | 100 | |
| Discussion Board (10) | 300 | |
| TOTAL POINTS | 1000 | |

Point Conversion Table

- A = 900 -1000 points
- B = 800 - 899 points
- C = 700 - 799 points
- D = 600 - 699 points
- F = 599 points or below

I place great value on professionalism. Professionalism is a key component to being an effective teacher, and this semester is your opportunity to demonstrate professionalism. Professionalism will be expected during your interview assignment, and observation experience. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland Division of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through Discussion Board and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from Power Points, readings, discussions, and field experiences will be taken into consideration as will correct and appropriate format and construction.

ACADEMIC HONESTY:

Wayland "expects students to be honest in all of their academic work. By enrolling, students agree to adhere to the highest standards of academic honesty and integrity and understand that failure to comply with this pledge may result in academic and disciplinary action."

Plagiarism

"Plagiarism — The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, *the source of that information must be acknowledged through complete, accurate, and specific references*, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. *A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness.* Examples include:

1. Quoting another person's actual words.
2. Using another person's idea, opinion, or theory, even if it is completely paraphrased in one's own words.
3. Drawing upon facts, statistics, or other illustrative materials — unless the information is common knowledge.
4. Submitting a paper purchased from a term paper service as one's own work.
5. Failing to accurately document information or wording obtained on the World Wide Web.
6. Submitting anyone else's paper as one's own work.
7. Violating federal copyright laws, including unauthorized duplication and/or distribution of copyrighted material.
8. Offering, giving, receiving or soliciting of any materials, items or services of value to gain academic advantages for yourself or another."

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty. See catalog for more information about academic dishonesty.

PERSONS WITH DISABILITIES: It is University policy that no otherwise qualified person with disabilities be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the University. It is the responsibility of the student to disclose and to provide documentation pertaining to the disability so that appropriate modifications may be made.

EDSP 5315 (Virtual Campus)

| Date/Week | Text & Discussion Board | Other Assignments | Assignments to be submitted |
|-----------------------|---|---|--|
| Week 1 5/26 - 5/31 | Read Ch 1 Study PowerPoint Ch 1 Discussion Boards # 1 & #2 | | Due by midnight 5/31: Discussion Boards # 1 and # 2 |
| Week 2 6/1 - 6/7 | Read Chs 2 & 3 Study PowerPoints Chs 2 & 3 Discussion Board # 3 | Make arrangements to interview a Special Education Teacher | Due by midnight 6/7: Discussion Board # 3 |
| Week 3 6/9 – 6/14 | Read Chs 6 & 7 Study PowerPoints Chs 6 & 7 Discussion Board # 4 | Write a review of an article on behavior management <i>Plan Research Project</i> | Due by midnight 6/14: Article Review #1 Discussion Board # 4 |
| Week 4 6/15 – 6/21 | Read Ch 10 Study PowerPoint Ch 10 Discussion Board # 5 | <i>Begin baseline data for project</i> | Due by midnight 6/21: Discussion Board # 5 |
| Week 5 6/22 – 6/28 | Read Chs 8 & 9 Study PowerPoints Chs 8 & 9 Discussion Board # 6 | Conduct and write up interview findings | Due by midnight 6/28: Interview Discussion Board # 6 |
| Week 6 6/29 – 7/5 | Mid Term | Make arrangements to do an observation <i>Begin Intervention for project</i> | Due by midnight 7/5: Mid Term Exam |
| Week 7 7/6 – 7/12 | Read Chs 4 & 5 Study PowerPoints Chs 4 & 5 Discussion Board # 7 | Conduct observation and write up observation findings | Due by midnight 7/12: Observation Discussion Board # 7 |
| Week 8 7/13 – 7/19 | Read Ch 11 Study PowerPoint Ch 11 Discussion Board # 8 | | Due by midnight 7/19: Discussion Board # 8 |
| Week 9 7/20 – 7/26 | Read Ch 12 Study PowerPoint Ch 12 Discussion Board # 9 | Write a review of an article on behavior management <i>Begin summary of research findings</i> | Due by midnight 7/26 Article Review # 2 Discussion Board # 9 |
| Week 10 7/27 – 8/2 | Read Ch 13 Study PowerPoint Ch 13 Discussion Board # 10 | | Due by midnight 8/2: Discussion Board # 10 <i>Research Project</i> |
| Week 11 8/3 – 8/8 | Final Exam | This is due on SATURDAY | Due by midnight 8/8: Final Exam |