

Texas A&M University – Commerce

SPED 563 Sections 01S & 41R

**Positive Approaches & Strategies for Effective Classroom Management &
Individual Behavioral Interventions**

Wed 4:30 – 7:10 pm

Commerce Campus (Section 01S) and Mesquite Campus (Section 41R)

Course: SPED 563

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Office Hours:

Monday & Wednesday 10 – 11:30 am & Tues 6:00 – 7:00 pm or by appointment

It is my desire that each of you profits from this course. Please contact me via e-mail or phone or schedule to meet with me if you need any assistance. Appointments are NOT required, but are appreciated, preferred, and given priority.

I. Course Description:

This course is designed for students to become knowledgeable of principles and best practices of effective classroom management and individual behavioral intervention strategies. Students will analyze diverse techniques using proactive, positive, and instructional approaches to translate theoretical perspectives into effective practice. This course will incorporate the evidence-based practices relevant to developing safe and effective learning environments, positive behavioral interventions and supports, and functional behavior assessments / behavior plans.

II. Student Learning Outcomes & Assessments

Following this course, the student is expected to be able to

1. Structure and support learning environments through application of effective classroom management strategies (e.g., behavioral control, positive discipline, social skills development, teaching of self-management, anger management, conflict resolution)
2. Identify strategies of discipline and management that are appropriate to accommodate diverse learners
3. Develop and implement behavior change objectives to decrease behaviors that interfere with learning (with an emphasis on positive behavior support)
4. Discuss the roles that schools can play in meeting the challenges society faces as related to antisocial and behaviorally at-risk students.
5. Discuss several critical issues that place children/youth at particular risk for problem behaviors.

6. Understand the history and legal framework for educating students with emotional and behavioral disorders (EBD) including problems with defining this population and with applying the federal definition of EBD in schools and classrooms.
7. Identify causes and origins of antisocial behavior.
8. Assess student behavior in a functional learning environment to identify behaviors that interfere with learning
9. Identify the role of the classroom teacher in identification and effective education of children with learning and/or behavioral problems.
10. Identify ways of modifying classroom materials and environments to accommodate individual differences
11. Demonstrate an understanding of youth violence and school safety.
12. Exhibit an awareness of factors affecting collaborative relationships between teachers and families, particularly cultural factors, and the potential impact of family and environmental factors on student behavior.

III. TExES Competencies Addressed in SPED 563:

Domain I: Understands Individuals with Disabilities and Evaluating Their Needs

002: Understands formal and informal assessment and evaluation procedures and knows how to evaluate student competencies to make instructional decisions.

Domain II: Promoting Student learning and Development

003: Understands and applies knowledge of procedures for planning instruction for individuals with disabilities.

004: Understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.

005: Knows how to promote students' educational performance in all content areas by facilitating their achievement in a variety of settings and situations.

006: Understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills.

007: Understands and applies knowledge of transition issues and procedures across the life span.

Domain IV: Foundations and Professional Roles and Responsibilities

010: Understands the philosophical, historical, and legal foundations of special education.

011: Applies knowledge of professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

012: Knows how to communicate and collaborate effectively in a variety of professional settings.

IV. Required Text

Otten, K., & Tuttle, J. (2010). *How to Reach and Teach Children with Challenging Behavior (K-8): Practical, Ready-to-Use Interventions that Work*. Josey-Bass.
ISBN-13: 978-0470505168; ISBN-10: 0470505 168

Clark, R. (2004). *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*. New York: NY: Hyperion. ISBN-13: 9780786888160

Gantos, J. (2011). *Joey Pigza Swallowed the Key*. New York, NY: Macmillian (Square Fish). ISBN-10: 0312623550; ISBN-13: 978-0312623555

Wong, H. & Wong, R. (2004) *The First Days of School: How to Be an Effective Teacher (2nd ed)*. Mountain View, Ca: Harry K. Wong Publications. ISBN: 978-0-9764233-1-7

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

IV. Evaluation and Grading

Students will be assessed according to the stated objectives in this syllabus including: written work, exams, discussions, projects and presentations.

Summary of Course Assignments:	Maximum Points
Attendance & Participation	50
Behavior Intervention Project	100
Modules, Activities & Case Studies 6 @ 50 points each	300
Discussions 5 @ 10 points each	50
Classroom Management Project	50
TBSI training project	50
Philosophy Statements	50
Total Points Available	650

Grading is based on your accumulated score as a percent of the total cumulative score available based on the following formula.

$$\frac{\text{Total points you accumulated}}{\text{Maximum points possible 600}} \times 100 = \text{ ______ } \%$$

Grading Rubric:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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Course Assignments:

1. Course Attendance and Participation (50 Maximum Points)

Attendance: Regular and punctual attendance is required. This class is being conducted as a graduate seminar. The activities in the class require class participation with the instructor and with your fellow students to learn and to demonstrate your learning. A student will not be able to be successful in this class without prompt and regular attendance. **Therefore, for the sessions that meet in-class, your punctual and regular attendance is mandatory.**

Participation: Active involvement is the key to learning! Your participation is important and required to do well in this course, whether the session is in-class or held on-line. Students are expected to be well prepared to engage in scholarly discussion of the scheduled subject matter and to fully participate in all class activities. On-line sessions may include on-line discussion groups where your entries and responses will be judged on substance of the entry/response and not solely if the entry is present and/or timely. Students are expected to respect (not necessarily agree with) opinions of classmates. Become an active participant by extending ideas presented by sharing new information, innovative ideas, and new resources on the subject area. Ask questions and demonstrate interest and being prepared (having read assigned materials). Personal experiences are welcome as used to make a point or extend discussion on a particular topic, but should not be the sole source of your entry.

2. **Behavior Intervention Project (100 Maximum Points, including presentation grade)**

NOTE: 10 point deduction for failure to have objective approved in advance

For your project, you will conduct an abbreviated behavioral intervention study consisting of the following components:

- Identify and define a behavioral excess or deficit demonstrated by a student, child, or other individual with whom you have daily or continuous access.
- Plan a behavioral change program for the individual who you select (such as what method to use, how to best implement, when, anyone else to be involved, where, how often, what data to record, etc.). *The plan for providing the intervention and recording data should ensure sufficient trials for a valid analysis of the data.*
- Implement the program (as planned and scheduled)
- Collect and graph data during each intervention session
- Summarize and interpret the results of your intervention in a 3 to 5 page typed paper.

The paper should cover:

- Background of the problem or concern
- Description of the behavior
- Purpose of the intervention
- Methods (interventions) selected
- Results (charts and graphs produced electronically)
- Analysis (interpretation of the results), benefits and limitations
- Discussion (e.g., why you think you did or did not achieve the desired results, things you would do again or do differently next time)
- Present a brief summary (**15 to 30 minutes**) of your project to the class to share your methods and results. Presentation to be evaluated according to your preparation, completeness and interpretation.
- Your project will be graded on your ability to *define the behavior, plan and implement an intervention, determine effectiveness, (including your ability to analyze why or why not your intervention was successful) and present the results.* If the intervention was not

successful, recommendations for future interventions should be included. **GRADES WILL NOT BE BASED ON WHETHER THE INTERVENTION WAS or WAS NOT SUCCESSFUL**

Final Project Paper Due and Class Presentations scheduled for December 3th

Additional timelines for partial completion (such as a deadline for selection of behavior) may be announced throughout the semester to ensure project completion by due date.

3. Modules, Activities and Case Studies (6 @ 50 points each = 300 total points)

Six times during the semester, assignments such as *reflections*, *case studies*, *study assignments*, *IRIS Star Legacy Modules*, or *exploration of assigned reading* will be assigned to provide you the opportunity to demonstrate your understanding of the assigned readings for the day or to the class discussion from the previous class period.

In general, module / activities will be scheduled for weeks that class does not meet.

Tentatively topics and scheduled weeks are:

1 Classroom Management (e.g., Wong, CHAMPS, Pinterest page) - week # 3

2 Behavior Theory, PBIS, & Measurement of Behavior – week # 5

3 The Behavior Cycle, Theories of Human Behavior – week # 7

4 School Wide PBIS, Social Skills, Self-Management – week # 9

5 Anger Management, Conflict Resolution, Bullying, Suicide prevention, Violence in Schools – week # 11

6 Discipline, Punishment & Praise – week # 12

4. Discussions: Five of these Modules / Activities will include on-line (electronic) discussions (5 @ 10 points = 50 total points).

Students are expected to participate actively in assigned discussions by posting your *reflection* to a thought provoking question based on assigned readings / videos, etc. Discussions will be posted to a discussion forum as specified in each assignment. For some discussion forum posts, you will be required to respond to one or more postings of one of your classmates (*peer response*).

- Due dates for each reflection will be included in each lesson.
- Discussions/peer responses **will not** be accepted after the due date!

GRADING: Reflections are worth 10 points each.

- **If you are required to “respond” to the reflection of a peer, the 10 points will be divided between your reflection and your peer response.**

Discussion Posts are meant to be discussions, even though they are electronic. For that reason, you WILL NOT receive any credit for posting after the due date. No exceptions!

RULES ABOUT DISCUSSIONS, REFLECTIONS AND PEER RESPONSES

- These assignments are to encourage **thoughtful** reflection and expression of your views. This is a college class so postings called “drive by” postings (such as: “that’s great”, “yea I agree”, “good idea”, “You go girl!”) are not welcome and will NOT receive a high grade.

- There are few “wrong” answers. As said, these assignments are to encourage thought and reflection. I expect all students in this class have different education and professional experiences and have different goals in life. New ideas and new ways of looking at things are encouraged. Be creative and have fun with it. Scoring will be based on timeliness, correctness of any factual information, and your ability to justify your opinion.
- There is no minimum length like you may have had in other classes. Conversely, I don’t encourage really long answers – remember your peers have to read it (as well as me) and they are just as cramped for time as you are. Generally, a few sentences or a short paragraph is sufficient.
- In responding to another person’s post, be considerate and respectful. You may not agree – and do not have to. We all learn by being challenged to think deeper and consider more alternatives. I encourage “talking” out new ideas and perspectives. BUT, if you disagree, you are expected to express your disagreement respectfully.
- Typically, your grade will not be based on writing mechanics or correctness of grammar and punctuation. Good writing mechanics, however, shows a respect for your reader, and allows me to score your response (and not your grammar). If the writing and grammar compromises my reading and understanding, you will not receive a high score. On this note – I don’t speak “text” very well, so don’t use text abbreviations and expect me to understand. Just, play it safe and don’t use these abbreviations.

5. Classroom Management Project: 50 Maximum Points

Each student will be required to observe in a classroom (it can be your own) and report on the classroom management plan and strategies observed. Components of the plan will include:

Part One:

- a detailed drawing of the classroom including where centers, desks, etc. are located and the rationale for this particular arrangement;
- a sample daily schedule for the classroom teacher;
- any classroom rules posted or observed
- a description of the behavior management techniques/system used and the rationale for these choice(s)
- a classroom management checklist based on the observation; and
- a statement of the effectiveness of the current setting/system.

Part Two: A critique of what you observed. You may suggest changes based upon current research that would improve the classroom environment (or support what you saw as effective practice). You may include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend.

This section should include (a) your critique, (b) your suggestions, and (c) research-based justification for your suggestions or support.

6. TBSI Training Project (50 Maximum Points)

In lieu of examinations, students in SPED 563 will be required to enroll in the Texas Behavior Support Initiative (TBSI) professional development series. The session that the class will enroll in will be specified later, however, once enrolled; participants will have several weeks to complete this on-line FREE course. Your certificate of completion must be provided to the

professor to receive credit. A catalog description may be found at:
www.escweb.net/TX_ESC_04/search.aspx?&SearchCriteria=TBSI
See for example session 973203.

7. Philosophy Statements (50 Maximum Points)

Each student will develop his/her emerging philosophy of both classroom management and behavior management. These philosophy statements will be developed early in the course and revised at the end of the course. It is expected that while a student's philosophy (of either classroom management or behavior management) may not have changed throughout the semester, by the end of the semester the student will be able to provide theories and evidence-based research practices to support his/her opinions.

IV. Teaching Strategies

It is expected that this class will function in a graduate seminar format. While the instructor will provide some lecture, emphasis will be on in-class discussion, presentation, assignments and case study analysis that contributes to class discussions. The following instructional strategies will be employed during this class:

- Lecture, multimedia, and simulations
- Demonstration and case studies
- Cooperative learning
- Written assignments

V. Related Field Experiences

Supervised field experience is not required for this class.

VI. Related Readings: Supplemental materials that may be supplied by or referred to by your professor – minimally including materials from: **(Students ARE NOT required to purchase these texts)**

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Cullinan, D. (2007) *Students with emotional and behavioral disorders: an introduction for teachers and other helping professionals*. (2nd edition). Upper Saddle River, NJ: Merrill Prentice Hall Publishers.

Forni, P.M., (2002). *Choosing civility: The twenty-five rules of considerate conduct*, New York: St. Martin's Griffin.

Gallagher, P. A. *Teaching students with behavior disorders: Techniques and activities for classroom instruction*, (3rd ed.). Denver, CO: Love Publishing.

Sprick, R., Boohar, B., Garrison, M. (2009). *Behavioral response to intervention: Creating a continuum of problem-solving and support*, Eugene, OR: Pacific Northwest Publishing.

Walker, H.M., Ramsey, E., & Gresham, F. M (2004). *Antisocial behavior in school: Evidence based practices, (2nd Ed.)*. Belmont, CA: Thomson/Wadsworth

VII. Other Important Notes

Communication & Support: If you have a question that others in the class may also be having, please post those questions to my **Virtual Office** on eCollege. Please consult virtual office to see if a question has already been answered before sending me an e-mail (see “Three Before Me” rule). Responses to emails will be made Monday through Friday within 48 hours unless out-of-office notification has been provided. Please note that I will not guarantee response to emails during weekends, holidays, or in the evenings. If you have any questions or need clarifications on any aspect of the course, please email me early in the week.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo. ALL class emails from your instructor will be sent from eCollege (and all other university emails) and WILL GO TO YOUR MyLeo ACCOUNT. Please be sure to check this email account frequently and regularly.

A Note About the Virtual Office: The Virtual Office is a public forum. Everyone else in the class can read everything you write there. If you need to contact me about something of a personal nature, feel free to e-mail me.

Three Before Me Rule: The 3 before me rule simply means, before you e-mail me with a question, (when is an assignment due, how do I turn it in, how many points is it worth, etc.), you are to attempt 3 times to answer your question. What are some suggested ways you can do this? You could: read your syllabus, review Virtual Office to see if someone else has asked this question, post a question for your peers in the Virtual Office, read course announcements, or contact other class members, etc.

Cell Phone / Laptop / Pager / PDA / Blackberry, iPad etc. usage: This is a BYOD (bring your own device) class. The use of devices to research topics of discussion during class is encouraged. However, cell phones, pagers, iPads, etc. are not to be used during class unless for class business (e.g., not for “surfing”, face book, or personal e-mail). Text messaging is not allowed. Turn such devices off or on vibrate and do NOT access them during class unless for class business. The use of cell phone or any other electronic communication device during exams **is prohibited**.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library**

Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Behavior / Professional Dispositions: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*)

- All students are expected to display professional behaviors (dispositions) expected of educators and to demonstrate these behaviors in their interactions with K-12 students, families, your colleagues, the professor, and communities at all times. These professional behaviors consist of such behaviors as professional responsibility, professional and personal integrity, collegiality, and commitment to learning. Failure to display professional behaviors can result in counseling by the professor and result in lowering of the course grade.
- **Academic Dishonesty.** To be successful in this class, you must invest time for study. Honesty is expected. Academic dishonesty (cheating, plagiarism, collusion) will NOT be tolerated and will result in a grade of zero (0) for the assignment. A second infraction will result in automatic failure of the class. Dishonesty is defined as (i) the use of unauthorized materials, (ii) any communication with peers during quizzes, (iii) representing another's work as one's own (i.e. plagiarism) or (iv) fabricating information. The professor reserves the right to determine occurrences of cheating.
- **Plagiarism** occurs at any time that another's ideas or words are used as your own without attribution. Direct quotations must be cited and set off from other text by quotation marks (".."). Paraphrasing of another's ideas must also be cited (although this does not require quotation marks). Copying from other students and two or more students who work together and turning in the exact same work (unless it's an assigned group project) also constitute plagiarism.
 - **For many assignments, students are encouraged to work together. However, if individual submission of the assignment is required, the final product must be your own work.**

Late Assignments: All assignments must be turned in on the assigned due date. Any late assignment will receive a 10% deduction PER DAY for the first 3 days it is late past the due date (e.g., a 10% deduction for 1 day late; 20% deduction for 2 days late, etc.). *Any assignment turned in four or more days after the due date will be returned ungraded and will receive a grade of zero.*

Syllabi Guidelines: Ensure that the assignment guidelines presented in the syllabus and in each assignment are followed precisely. It is important that all assignments are organized according to headings and subheadings delineated in the guidelines. ***Failure to do so will result in an ungraded assignment or a lower evaluation.***

Make/Up activities exam: There will be NO make/up activities or exams for this course unless a true emergency exists. **Students are expected to submit relevant documentation (e.g. doctor's note, funeral notice, etc.) when requesting a make/up examination.**

Written Assignments. Written assignments MUST be typed using double spaced lines, include your name, and have page numbers. In addition, work submitted should reflect a professional quality in terms of scope, depth, writing mechanics, and appearance that would be expected of students at a prestigious university. Cover sheets, notebooks and folders are NOT required unless the assignment so specifies. Proofread all assignments as only materials with minimal or no errors will receive high scores.

Person First Language: Our language is a reflection of our attitudes. Always refer to persons with disabilities with respect. ***Degrading terminology will not be tolerated.*** In this class we will strive to use “people first” language at all times. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic” or “students with disabilities” and not “disabled students”. In addition, avoid such stigmatizing terminology as “confined to a wheelchair” (say “uses a wheelchair” instead.) or “suffers from ___” (say “has ___”).

Tobacco Use: Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by Texas A&M – Commerce.

If you have suggestions, comments, questions, or concerns about the class or the assignments, please call or see the instructor. Please do not save your suggestions for the evaluation at the end of the term when it is too late to implement your suggestions.