SPED 463— Effective Classroom Management and Positive Behavioral Interventions and Supports

COURSE SYLLABUS: Summer 2023, online

INSTRUCTOR INFORMATION

Instructor: Dr. Belinda Rudinger, EdD, ATP, Clinical Assistant Professor
Office Hours: By appointment
Office: Henderson Hall, 235
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Preferred Form of Communication: University Email.
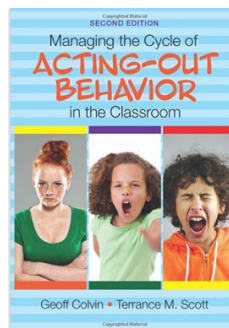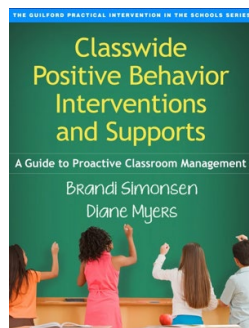**Communication Response Time:**
Using University Email = within 72 hours Monday – Friday, weekends and holidays may take longer.

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Simonsen, B. & Myers, D. (2015). Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management. Guilford Publishing.

Colvin, G.T. & Scott, T.M. (2015). Managing the Cycle of Acting-Out Behavior in the Classroom. Corwin Publishing.

The *syllabus/schedule are subject to change.*

Course Description

This course is designed to explore best practices of effective classroom management and individual behavior intervention strategies. Emphasis will be given to creating proactive learning environments through positive behavioral interventions and support. Discussions of Functional Behavioral Assessments and Behavior Intervention Plans will be included. (Hours: 3)

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood-Grade 6	§235.133. Special Education Standards: Grades 6-12
Students will demonstrate understanding and will apply knowledge of instructional classroom management and the application of Positive Behavior Support	(g)(2) demonstrate knowledge of developmentally appropriate preventative and responsive practices that contribute to a positive and safe learning environment; (g)(3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);	(g) (2) demonstrate knowledge of a range of preventative and responsive practices, appropriate for students, ages 11-22, that contribute to a positive and safe learning environment; (g) (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
Students will demonstrate understanding and will apply knowledge of special education terminology and definitions as it relates to behavior management	**(g)**(23) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);	**(g)** (22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);
Students will demonstrate understanding and will apply knowledge of procedures of assessment for planning classroom management	**(g)** (22) provide positive and constructive specific, developmentally-appropriate, and explicit feedback to guide student behavior;	(g)(21) provide positive and constructive-specific, developmentally-appropriate, and explicit feedback to guide student behavior;
Students will demonstrate understanding and will apply knowledge of the necessity of assessing and teaching social skills	**(g)** (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates; (g) (20) understand how factors, including family, community, exceptionalities,	**(g)** (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates; (g) (20) understand how factors, including family, community, exceptionalities,

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	and trauma impact student behavior in the learning environment;	and trauma impact student behavior in the learning environment;
Students will demonstrate understanding and will apply knowledge of how persistent behavior problems develop and the implementation of appropriate intervention strategies	(g)(10) establish, explicitly teach, and maintain clear expectations for student behavior; (g) (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;	**(g)**(10) establish, explicitly teach, and maintain clear expectations for student behavior; (g) (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
Students will demonstrate understanding and will apply knowledge of a continuum of behavior support	(g)(3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);	(g) (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
Students will demonstrate understanding and will apply knowledge of Functional Behavior Assessment and Behavior Intervention Plans	(g)(4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA); (g)(5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);	(g) (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA); (g) (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);

COURSE REQUIREMENTS

Course Format

This course will be delivered completely online. The course will be asynchronous (i.e., we **do not** all meet at the same time online). It will be important to keep up with the course work, as you will be required to participate in class discussions and activities that have specific time frames associated with them.

Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, and (c) Microsoft Excel. course.

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Instructional Methods

Each week, you will be responsible for completing a module. Weekly modules will be released on Monday and will close on Sundays at 11:59pm

Student Responsibilities or Tips for Success in the Course

To be successful in the course, take about 20 minutes on Mondays to log into D2L and review module expectations for the week. Plan out when you will complete your work throughout the remainder of the week. Make sure everything is completed on or before 11:59pm on Sunday night!

GRADING

Total points corresponding to the final letter grades

A = 451- 500 Points

B = 401- 450 Points

C = 351- 400 Points

D = 301- 350 Points

F = 300 & > Points

Module 1   125
Module 2   125
Module 3   125
Module 4   125

Total   500

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Specific Requirements

1. **Use of Person-First Language**: You are expected to use Person-First language at all times when referring to individuals with a disability/diverse learning needs. "Person-first" language always refers to the person first and not as a label or a category. This order serves as a reminder to the speaker and the listener that the person is always more than his or her disability and/or diverse learning needs. For example, refer to "a student with autism" and not "an autistic student." It is preferred that you say "students with disabilities" and

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not "disabled students." In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead—if you think about it, wheelchairs promote independence rather than confinement). Additionally, practice using the term "general education" in place of "regular education."

2. **Professionalism and Class Participation**: The subject matter of this course, in particular, with its emphasis on the practical application is both challenging, and at times, wonderfully debatable. This is a space for you to practice professionalism your peers and the instructor. Student participation and discussion are critical elements of the course structure.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

TECHNOLOGY REQUIREMENTS
LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements
LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements
LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm
YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password,

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contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

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Interaction with Instructor Statement

I will respond to email communication within 48 hours and grade assignments within one week.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Please communicate as soon as you have a concern about missing a class, quiz, or assignment deadline.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.
http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette http://www.albion.com/netiquette/corerules.html

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

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Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

ADA Statement

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 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

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Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)
document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week	Topic (additional readings and assignments on D2L)	Module Assignments Due:
Module 1	Overview of ABA & PBIS	6/11/23
Module 2	Tier 1: Universal Prevention	6/18/23
Module 3	Tier 2: Targeted Prevention	6/25/23
Module 4	Tier 3: Intensive, Individualized Prevention	7/6/23

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