

SYLLABI REVIEW ACTIVITY

1. Review the Classroom Organization and Behavior Management Innovation Configuration (last two pages of handout—p. 13 & 14).
2. Review the first syllabus, for each COBM component, determine if the syllabus mentions the component, either explicitly or in parallel words/phrases.
3. If mentioned, then determine if the component is **reflected in readings, tests, or quizzes**
4. If mentioned and reflected in readings, tests, or quizzes, then determine if there are **assignments, projects or application in such activities as observations, lesson plans, classroom demonstrations, or journal responses.**
5. Then determine if there **are teaching experiences with application and feedback in field work, tutoring, or other means. (Could include student teaching.)**

NOTE: Each syllabus for required courses are rated separately, BUT the overall score for the program is the total score for each component over all required course work.

REACTIONS:

1. Are these syllabi typical? Why or why not?
2. Can you use the ICs to improve course work?
3. Limitations of the ICs
4. Other uses of this and other ICs

SAMPLE SYLLABUS 1

**XXXXXXX University
Department of Special Education
Syllabus for SPED XXXX**

Course Prefix, Number, Title, and Credit:

SPED XXXX: Advanced Procedures in Classroom Management and Social Skills for Students with Mild/Moderate Disabilities (3 Semester Credit Hours)

Course Time and Location:

Monday – Friday 1:00-2:50 pm

Required Texts:

Kerr, M. M., & Nelson, C. M. (2002). *Strategies for addressing behavior problems in the Classroom* (5th ed.). Columbus, OH: Merrill Prentice Hall.

Sprick, R., Garrison, M., & Howard, L. M. (1998). *CHAMPS: A proactive and positive approach to classroom management for grades K- 9*. Longmont, CA: Sopris West.

Additional Readings:

Additional readings required for the class are available on Blackboard.

Course Description:

This course focuses on current teaching practices in the field, with an emphasis on examination of the research bases of effective teaching with students with behavior problems. In addition, the course covers procedures for serving learners with behavior problems who are served by consultant, resource, and self-contained teachers. Students are expected to synthesize and analyze research on effective teaching and management practices and to apply the knowledge to classroom situations for students with learning and behavior problems.

Course Objectives:

The Students will ...

Discipline Taught and Foundations of Special Education

1. apply appropriately the concept of least restrictive environment, using the continuum of placements and services.
2. understand the field as an evolving and changing discipline based on philosophies, evidencebased principles and theories, relevant laws and policies, diverse and historical points of view, and issues that have historically influenced the field of special education and the individualization of learning. Use this

knowledge to examine their personal understandings and philosophies of special education.

3. understand the historical and philosophical foundations of services for individuals with mild and moderate disabilities. Know about current trends and issues in these areas.
4. recognize the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with mild and moderate disabilities.

Student Learning and Development

5. have knowledge of the characteristics of a wide array of disabilities and the ways that students' abilities and disabilities impact learning and development. Hold realistically high expectations for students and create challenging and supportive learning opportunities.
6. recognize that students with a specific disability may vary in their approaches to learning depending on the nature of their disability, their level of knowledge and functioning, and life experiences. Use this knowledge to design, implement and evaluate appropriate instruction.
7. understand how a disability in one area (e.g., physical, cognitive, social, and emotional) can impact learning and development in other areas and use this knowledge to provide specialized supports.
8. know the characteristics associated with mild and moderate disabilities and the potential impact they may have on learning and development.
9. understand the psychological, social and emotional characteristics of individuals with mild and moderate disabilities.

Diverse Learners

10. understand that families, communities, and cultures may perceive disabilities differently depending upon differing values and belief systems. Seek to use these insights when working with students and their families and they use culturally accepted ways of seeking information about the student's background.
11. understand that cultural, ethnic, gender, and linguistic differences may be confused with or misinterpreted as manifestations of a disability and take actions to guard against inappropriate assessment and over and under identification of students for special education services.
12. have a repertoire of strategies to build awareness, acceptance and appreciation for students with disabilities. Collaborate with other members of the school community to implement these strategies.

Teaching Strategies

13. understand and use a range of specialized instructional strategies that reflect best practice. Use assistive and instructional technologies to promote learning and independence of students with disabilities.
14. use strategies that increase the self-awareness, self-management, self-control, self-reliance, and self-advocacy of students with disabilities. Identify and use instructional strategies that have been successful in different learning environments, such as home, school, and workplace.
15. describe the advantages and limitations of instructional strategies and practices for teaching individuals with mild and moderate disabilities.
16. use research-based reading methods with individuals with mild and moderate disabilities to promote stronger outcomes.

Learning Environment

17. foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
18. recognize situations that are likely to promote intrinsic motivation and create learning environments that encourage engagement, self-motivation, and self-advocacy.
19. have a repertoire of effective strategies for promoting positive behavior and building constructive relationships between students with disabilities and their non-disabled peers. Conduct functional behavior assessments, explore optional strategies, monitor outcomes, and design and implement positive behavioral support plans.
20. help students develop positive strategies for coping with frustrations in learning and social situations. Facilitate the development, implementation and monitoring of prevention and intervention programs for students with disabilities who exhibit challenging behaviors.
21. modify the physical environment to provide optimal learning opportunities for individuals with mild and moderate disabilities.
22. minimize barriers to accessibility and facilitate acceptance of individuals with mild and moderate disabilities.
23. use appropriate methods to ensure individual academic success in one to one, small group and large group settings.
24. establish a consistent classroom routine for students with mild and moderate disabilities.
25. assist students in using problem solving and conflict resolution skills.

Communication

26. provide multiple opportunities to foster effective communication among students with disabilities and other members of the classroom to improve language and communication skills.

Planning

27. work within the context of family and community to carry out the educational and life goals of students with mild and moderate disabilities.
28. use ongoing assessment and student progress monitoring to write IEPs and account for student outcomes.

Assessment and Evaluation

29. use a variety of assessment procedures to document students' learning, behavior, and growth within multiple environments. Plan and conduct assessments to develop individual learning plans. Initiate, contact, and collaborate with other professionals throughout the identification and initial planning process. involve families and students in the process.
30. aware of and guard against over and under identification of disabilities based on cultural, ethnic, gender, and linguistic diversity. Use assessment strategies that guard against misinterpreting these differences as disabilities.

Reflective Practitioner

31. students for whom they are responsible. Read the professional literature and research, network with colleagues, and engage in professional development.
32. reflect on the progress of individual students with disabilities and work with general education teachers, other professionals, students, and families to consider ways to build on the students' strengths and meet their needs.

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33. seek evidence about the approaches they use and regularly examine their beliefs in relation to the literature.
34. reflect on the potential interaction between a student's cultural experiences and the student's disability.

Course Requirements:

**** Students are responsible for turning in assignments at the beginning of class. Late assignments will result in **a loss of 25% of the assignment grade**. Additional information on the following assignments will be provided in class.

1. **Class-Wide Primary Behavior Management Plan:** Students will develop a comprehensive class-wide plan including a) class physical arrangement, b) class rules, c) positive and corrective consequences, d) attention signal and routines, f) methods for evaluation with decision rules. Some sections will require a rationale based on best practices from readings and class discussion. A rubric will be distributed providing additional information.
2. **Secondary/Targeted Intervention Plan:** Students will develop a targeted intervention plan for certain students based on data provided on their class-wide plan. A rubric will be provided.
3. **Final Take-Home Cases:** A comprehensive take-home Final Exam based on cases will allow students to demonstrate knowledge of course content in an applied context.
4. **Problem Behavior Resource Guide and Class Presentation:** Students will work with a partner to investigate empirically supported strategies addressing a specific challenging behavior (e.g., bullying) or research the support for a specific strategy (e.g., Good Behavior Game) and provide a 10 minute class presentation. Students are required to provide a 1 – 2 page handout to classmates and the instructor.
(Doctoral Students will have an alternate assignment)
5. **Attendance & Class Participation:** Participation in class discussions provides students with opportunities to acquire, apply, and expand knowledge. Different types of opportunities will be provided each class period to participate. Students will be asked to self-evaluate their participation. Two points will be deducted from the final grade for each absence not pre-approved by the instructor.

Grading

<u>Assignment</u>	<u>Points</u>
Class-Wide Plan	80
Secondary Plan	40
Problem Beh Resource Guide	25
Final	25
Attendance and Participation	10

<u>Grade</u>	<u>Percentage</u>	<u>Points</u>
A+	100	180
A	96-99.9	172-179.9
A-	92-95.9	165-172.9
B+	89-91.9	160-164.9
B	86-88.9	154-159.9
B-	83-85.9	149-153.9
C+	80-82.9	144-148.9
C	77-79.9	138-143.9
C-	74-76.9	133-137.9
F	Below 74	< 132.9

Students who need disability-related classroom accommodations should make an appointment to see the instructor as soon as possible.

General Policies:

1. It is the student’s responsibility to check Blackboard and his/her email the morning before class for any last minute announcements. No announcements will be posted later than 10:00 am.
2. If being used the following day, skeletal Powerpoint slides will be posted by 10:00 pm the evening before class. It is the student’s responsibility to print out slides if he/she would like a copy during class. The instructor will not provide copies of slides the day of class.
3. Cell phones and laptop computers should be turned off and out of sight during class. If you require the use of a computer due to a documented need, please see the instructor to make arrangements.
4. Email policies:
 - The instructor will open no emails without knowledge of the sender. If you send an email from an account other than your XXX account, please put your name in the subject line.
 - Emails will be answered during normal academic hours (8-4pm Monday- Friday). Please allow at least 1 “academic” day for a reply to any email you send.
 - Please use proper “email etiquette” when sending emails to the instructor or classmates.

Honor Code:

The XXX Honor Code governs all work in this course. This code stipulates that the work the student represents as his/her work is actually his/her own work and not that of another student. If a student has questions about the honor code, he/she should read the code as it appears in the Student Handbook, ask the instructor, or address questions directly to the Honor Council (322-7515).

Attendance:

Attendance at all class sessions is required. **Each absence will result in 2 points deducted from the final grade unless pre-approved by the instructor.**

Tentative Class Schedule

Date	Topic	Readings	Assignments
1 7/9 M	Course & Syllabus Overview Antisocial Behavior ABA Review		
2 7/10	Level of Classroom Structure	Kerr & Nelson CH 1 & 3	

T		CHAMPs Module 1	
3 7/11 W	PBS & Multi-tiered intervention Functional Behavior Assessment (review) Universal Support— School-wide PBS	K & N CH 2 & 4 Turnbull et al. (2002) Utley et al. (2002)	Student Descriptions Level of Structure (Bring to class)
4 7/12 Th	Universal Support: Classwide Physical Arrangement Rules	CHAMPs Module 2 Gunter et al. (2002)	
5 7/13 F	Universal Support: Classwide (cont'd.) Routines Teaching Expectations	CHAMPs Modules 3& 4	
6 7/16 M	1 st Month of School	CHAMPS 5,6,8 Jolivette et al. (2002)	Turn in Classwide Plan Sections 1-7 (Through Teaching Expectations)
7 7/17 T	Behavior Enhancement Procedures	Oliver & Skinner (2002) K & N CH7	
7 7/18 W	Behavior Reduction Strategies	K&N CH 5 CHAMPS Module 7 Musser et al. (2001)	
8 7/19 TH	Monitoring Classwide Progress Data Collection, Graphing, Analysis	K & N 6	Monitoring Procedures Data Decision Guidelines (bring to class)
9 7/20 F	Monitoring progress, cont'd.		
10 7/23 M	Small Group & Individual Interventions	K & N CH 8 Campbell & Skinner (2004) Hawken & Horner (2003)	Classwide Plan (Turn in all sections –including 1-7which have already been graded)
11 7/24 T	No Class Meeting		
12 7/25 W	Secondary Interventions (cont'd) Social Skills Instruction	K&N CH 10 Fox et al., (2002)	

	Working as a School Consultant		
13 7/26 Th	Behavioral Objectives Treatment Integrity Social Validity Generalization & Maintenance	K & N CH 11 & 12	
14 7/27 F	Psychological/Psychiatric Issues (Guest Lecturer)		
15 7/30 M	Escalating Behavior and Aggression	K & N CH 9 CCBD (2002)	Secondary Plan Due
16 7/31 T	Student Presentations		Problem Behavior Resource Guide Due
17 8/1 W	Student Presentations		
18 8/2 Th	Teacher Stress and Burnout Manifestation Determination (Guest Lecturer)		Take Home Exam Due
19 8/3 F	Summing it all up		

Article Reference List

All articles are available through Blackboard or through the library as an eJournal.

Campbell, S., & Skinner, C. H. (2004). Combining explicit timing with an interdependent group contingency program to decrease transition times: An investigation of the timely transitions game. *Journal of Applied School Psychology, 20*, 11-27.

Fox, L., Vaughn, B. J., Wyatte, M., Dunlap, G. (2002). "We can't expect other people to understand": Family perspectives on problem behavior. *Exceptional Children, 68*(4), 437-450.

Gunter, P. L., Coutinho, M. J., & Cade, T. (2002). Classroom factors linked with academic gains among students with emotional and behavioral problems. *Preventing School Failure, 46*, 126-133.

- Hawken, L. S. & Horner, R. H. (2003). Evaluation of a targeted intervention within a schoolwide system of behavior support. *Journal of Behavioral Education, 12*, 225-240.
- Jolivet, K., Stichter, J. P., & McCormick, K. M. (2002). Making choices – Improving behavior –Engaging in learning. *Teaching Exceptional Children, 34*, 24-30.
- Musser, E. H., Bray, M. A., Thomas, T. J., & Jenson, W. J. (2001). Reducing disruptive behaviors in students with serious emotional disturbance. *School Psychology Review, 30*, 294-308.
- Oliver, R., & Skinner, C. H. (2002). Applying behavioral momentum theory to increase compliance: Why Mrs. H. rrevved up the elementary students with the hokey-pokey. *Journal of Applied School Psychology, 19*, 75-94.
- Turnbull A. et al (2002). A blueprint for schoolwide positive behavior support: Implementation of three components. *Exceptional Children, 68*(3), 377-402.
- Utley, C. A., Kozleski, E., Smith, A., & Draper, I. L. (2002). Positive behavior support: A proactive strategy for minimizing behavior problems in urban multicultural youth. *Journal of Positive Behavior Interventions, 4*(4), 196-208.

SAMPLE SYLLABUS 2

XXXX University
Department of Special Education and Communication Disorders
The Inquirer Professional

1. Course Number and Title: SPE XX Classroom Management and Behavior Support
(3 hours)

2. Course Description:

Designing effective learning environments and individualized behavior support plans, and applying research-based behavioral practices.

3. Program Affiliation: Special Education

4. Course Objectives:

At the conclusion of this course, the candidate will demonstrate the following CEC standards related to knowledge and skills:

Standard 1 – Foundations

- Laws, policies, and ethical principles regarding behavior management planning and implementation.
- Potential impact of differences in values, languages, and customs that can exist between the home and school.
- Theory of reinforcement techniques in serving individuals with disabilities.

Standard 2 – Development and Characteristics of Learners

- Psychological and social-emotional characteristics of individuals with disabilities

Standard 3 – Individual Learning Differences

- Impact of multiple disabilities on behavior

Standard 4 – Instructional Strategies

- Use procedures for increasing the individual's self awareness, self-management, self-control, self-reliance, and self-esteem
- Use nonaversive techniques to manage targeted behavior and maintain attention for individuals with disabilities.

Standard 5 – Learning Environments and Social Interactions

- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of learners with disabilities.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Adaptation of the physical environment to provide optimal learning opportunities for learners with disabilities.

Standard 7 – Instructional Planning

- Integrate academic instruction and behavior management for individuals and groups with disabilities.

Standard 8 – Assessment

- Monitor intragroup behavior changes across subjects and activities.

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Standard 9 – Professional and Ethical Practice

- Personal cultural biases and differences that affect one's teaching.
- Importance of the teacher as a model for individuals with exceptional learning needs.
- Methods to remain current regarding research-validated practice.

Standard 10 – Collaboration

- Parent education programs and behavior management guides that address severe behavior problems and facilitated communication for individuals with disabilities.
- Collaborative and/or consultative role of the special education teacher in the reintegration of individuals with disabilities.

5. Requirements:

Requirements for this course are determined by the instructor. There are no programmatic assessment or NCATE reporting requirements for this course.

6. Options:

Illustrative Activities:

Knowledge Application and Development

- Students will relate knowledge acquired to the enhancement of teaching practices through classroom discussions and group activities.

Instructional Process

- Students will complete a functional assessment and develop a positive behavior support plan.

Context and Foundations of Education

- Students will read about and/or meet with individuals with disabilities

Interpersonal Relation Skills

- Students will collaborate with other classmates

Illustrative Assessments:

Knowledge Application and Development

- Students will demonstrate their acquired knowledge through written exams and quizzes.

Interpersonal Relation Skills

- Students will demonstrate positive interpersonal relationships with persons regardless of their culture, religion, gender, sexual orientation or abilities through a peer reviewed interpersonal relationship rubric.

Professional Relationships

- Students will demonstrate a sense of professional responsibility by being punctual, meeting deadlines, listening, and respecting differing opinions as measured by instructor records.

7. Research Base:

Required Text:

Sprick, R. Garrison, M., & Howard, L. (1998). *CHAMPS: A proactive and positive approach to classroom management*. Longmont, Colorado: Sopris West.

Kerr, M. M. & Nelson, C. M. (2006). *Strategies for addressing behavior problems in the classroom*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

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Resources:

Maag, J. W. (2004). *Behavior management: From theoretical implications to practical applications*. Belmont, CA: Wadsworth/Thompson Learning.

Walker, J. E., Shea, T. M., & Bauer, A. M. (2004). *Behavior management: A practical approach for educators*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.

Wheeler, J. J. & Richey, D. D. (2005). *Behavior management: Principles and practices of positive behavior supports*. Upper Saddle River, N.J.: Pearson/Merrill Prentice Hall.