



**EDUC 421
Behavior Management
Spring 2017**

Instructor: Dr. Michelle R. Murphy

Office: CEMC 238B

Phone/Voicemail: 843-661-1465

E-mail: mmurphy@fmarion.edu

Office Hours: Monday 10:00am – noon and Tuesday noon – 2:00pm (*also available by appointment)

Course Meeting Times: Wednesdays 12:45pm – 3:25pm, CEMC 208B

Course Description:

This course is designed for prospective teachers with a concentration in learning disabilities. The course focuses on preventing problem behaviors in the classroom by helping teachers structure the learning environment, build positive relationships with students, and provide effective instruction to reduce problem behaviors. Participants will also learn strategies to help students make better behavioral choices. Evidence-based prevention and intervention techniques will be discussed and participants will learn strategies for responding to inappropriate behaviors when they do occur in the classroom. Prerequisite: Full admission to FMU School of Education's Professional Education Degree Program
Course Credit: 3 credit hours

Textbook:

Smith, S.W. & Yell, M.L. (2013). A Teacher's Guide to Preventing Behavior Problems in the Elementary Classroom. Upper Saddle River, NJ: Pearson Education, Inc.
ISBN-10: 0137147414; ISBN: 13: 9780137147410

*Additional required readings and interactive web-based activities/assignments may be posted in Blackboard, therefore access to the Internet is needed.

Francis Marion School of Education

Conceptual Framework

The School of Education prepares *competent* and *caring* teachers.

- I. Competent teachers possess
 - A. Knowledge of content in their area of teaching
 - B. Professional knowledge and skills

1. Ability to plan instruction
 2. Ability to apply skills and knowledge in a clinical setting
 3. Ability to cause learning in P -12 students
 4. Ability to assess learning and learners
 5. Ability to work with children of poverty
 6. Ability to use technology
- II. Caring teachers possess Professional Dispositions
- A. Exhibits professional attributes
 - B. Respects the Learning Process in demonstrating instructional/assessment flexibility and accommodations to individual differences that reflect the belief that all students can learn regardless of their backgrounds.
 - C. Upholds Ethical and Professional Standards
 - D. Shows respect for families, cultures and communities and demonstrates a sense of fairness and respect to all participants within each group.
 - E. Shows respect for colleagues, P -12 students, faculty and staff

Learning outcomes:

At the completion of this course, learners will be able to:

- Demonstrate understanding of development and individual differences to respond to select or develop behavioral interventions for individuals with exceptionalities. CEC 1.2
- Demonstrate the ability to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions CEC 2.1
- Use evidence-based practices to intervene safely and appropriately with individuals with exceptionalities in crisis. CEC 2.3
- Demonstrate understanding of the role of effective instruction in preventing or reducing behavior problems, by modifying general and specialized curricula to make them accessible to individuals with exceptionalities CEC 3.3
- Use knowledge of measurement principles and practices to interpret results of implemented interventions and make decision regarding the need for adjustments to interventions. CEC 4.2
- Develop learning experiences based on an individual's abilities, interests, learning environments, and cultural and linguistic factors that prevent or reduce problem behaviors. CEC 5.1
- Use professional and Ethical Principles and Professional Practice Standards to guide the selection of behavioral interventions for students with exceptionalities. CEC 6.1
- Demonstrate the ability to collaborate with parents, colleagues and community members to prevent problem behaviors or select interventions to reduce problem behaviors of students with exceptionalities. CEC 7.3

Modes of Instruction

Class sessions will include a combination of lecture (with power point presentations,

video & audio recordings), demonstration/modeling, simulation and interactive web-based activities, group discussions/presentations, analysis of case studies, and problem solving activities. Students will have opportunities to work both independently and collaboratively.

Course Assignments for EDUC 421

Assigned work must be submitted by 11:59pm on the announced due date (*unless otherwise noted below). No late assignments will be graded.

It is expected that students read the required text (and any additional assigned readings and/or interactive web-based activities) each week, participate in class discussions, and complete all group and individual assignments/activities including:

A. Class Participation (15 points)

Learners will participate in discussions and short activities/presentations related to course content and text chapters each week. Activities may be individual or group. Learners who are absent from class will not have an opportunity to complete these activities. Each absence (and/or non-participation when in attendance) will result in 1 point being deducted from your participation score.

B. Description of a Learning Environment and Reflection (30 points)

Following a discussion of Chapters 2 and 3, learners will observe a classroom that includes students with learning disabilities. Learners will observe the learning environment and write a paper describing what they observed and discussing aspects of the environment that were effective for students with learning disabilities. Students will reflect on ways that the structure and organization of the classroom promoted meaningful learning and positive social interactions for students with learning disabilities, or changes that need to be made to promote meaningful learning and positive social interactions. Details for assignment completion/grading will be posted in Blackboard and reviewed in class. The assignment is due in Blackboard on Wednesday, February 8th.

C. Prevention Plan (20 points)

Following a discussion of Chapter 4, the instructor will provide learners with brief descriptions of students with problem behaviors. Learners will draft a plan to explain how they would develop a positive relationship with the student to prevent the inappropriate behavior from reoccurring. Learners will distribute copies of their plans to classmates for future reference. Details for assignment completion/grading will be posted in Blackboard and reviewed in class. This in-class assignment is due in Blackboard on Wednesday, February 15th (*by the end of class).

D. Mock Class Meeting (20 points)

After a discussion of the role of class meetings in preventing and reducing inappropriate behaviors, the instructor will provide brief scenarios of class problems. Learners will work in groups to discuss the scenario and plan a class

meeting to address the issues in the scenario. Details for assignment completion/grading will be presented in class. This in-class mock meeting (planning) assignment is due in Blackboard on Wednesday, February 15th (*by the end of class). The mock meetings planned will be presented as a group to the class on Wednesday, February 22nd.

E. Modified Lesson Plan and Presentation (50 points)

After a discussion of Chapter 6, the instructor will provide learners with a description of students with learning disabilities that might be present in a typical classroom. Learners will choose a subject area and grade level, then write a lesson plan that addresses the needs of all students in the classroom, including necessary adaptations and accommodations based on the student descriptions. The lesson plan should include accommodations for students with learning disabilities, so that the lesson results in meaningful learning and active engagement. Details for assignment completion/grading will be posted in Blackboard and reviewed in class. The assignment is due in Blackboard on Wednesday, March 8th at 12:30pm* (just before class). Learners will present their lesson to the class on March 8th as well.

F. IRIS Center Online Module - Parts 1 and 2 (2 x 25 points = 50 points)

Following a discussion of Chapters 7 and 8, learners will complete a two-part online module on Behavior from the IRIS Center – which is headquartered at Vanderbilt University and funded by the US Department of Education’s Office of Special Education Programs (OSEP). The first part of the module to be completed, **Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting Out Cycle**, discusses problem behavior in terms of the stages of the acting out cycle and suggests ways to respond to a student in the cycle’s different phases. The second part of the module to be completed, **Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions**, deals with disruptive and noncompliant behaviors. Details for assignment completion/grading will be posted in Blackboard and reviewed in class. The two-part module will be completed in class on Wednesday March 29th and Wednesday April 5th. The assessment items for 1 and 2 are due in Blackboard on Wednesday, April 12th.

G. Midterm Examination (50 points)

The midterm exam will address topics covered up to the mid-point of the semester (Chapters 1-5). The exam will consist of 25 multiple-choice questions (1 point each) and 5 brief essay questions (5 points each). You will have one opportunity to take the mid-term exam, administered via Blackboard. Once you click Begin, you will have two hours to complete the exam. The mid-term will be made available on Blackboard Wednesday, February 22nd and must be completed by Thursday, February 23rd at 11:59pm.

H. Final Examination (50 points)

The format of the final exam will consist of 25 multiple-choice questions (2 points each) and will only address topics covered after the mid-point of the semester (Chapters 6-10). Like midterm, you will have one opportunity to take the final exam, administered via Blackboard. Once you click Begin, you will have two hours to complete the exam. The final will be made available on Blackboard Wednesday, April 19th and must be completed by Thursday, April 20th at 11:59pm.

Assignment/Examination Points:

<i>Assignments:</i>		
	Class Participation	15 Points
	Description of a Learning Environment and Reflection	30 Points
	Prevention Plan	20 Points
	Mock Class Meeting	20 Points
	Modified Lesson Plan and Presentation	50 Points
	IRIS Center Module – Part 1	25 Points
	IRIS Center Module - Part 2	25 Points
<i>Examinations:</i>		
	Midterm Examination	50 Points
	Final Examination	50 Points
	Total Points Possible:	285 Points

Grading:

Final course grades will be calculated based on the following scale:

Percentage	Points	Descriptor	Grade
93% -100%	285 - 264 points	With distinction	A
85%-92%	263 - 241 points	Above average	B
77%-84%	240 – 219 points	Average	C
76% and Below	< 219 points	Unsatisfactory	D or F

Course Policies (Dispositions/Attendance/Tardiness/Assignments/Courtesy):

Any exemption to the following course policies will be determined on a case-by-case basis at the instructor’s discretion.

- There will be important updates and information posted regularly in Blackboard, therefore access to the Internet is needed. It is your responsibility to check Blackboard for announcements and updates (including any additional required readings and interactive web-based activities/assignments).
- Your FMU email address will be the primary means of contact for course related information; therefore you **must** check your g.fmarion.edu email account

regularly. It is your responsibility to have your email forwarded to another email address if you prefer to use a different account.

Assignments

- All course assignments must be turned in by 11:59pm (*or as otherwise specified) on the due date, whether you are absent or not. Late assignments will not be graded.
- This course is being offered for only the second time this semester. It is possible that as we move along we may need to make some adjustments to better fit our needs within the course. Please be sure to communicate with me throughout the semester in regards to the assignments (and course content). I will likely check-in via short surveys from time to time, which you can submit anonymously to provide me with open and honest feedback. This feedback is important, as it will allow me to make adjustments as we go along this semester! Please be sure to take these when/if announced and help me to improve upon the course.

Attendance and Participation

- Students are expected to attend all class meetings punctually (i.e., be on time and stay for the entire class), complete all assignments, and participate in all class activities.
- There will be an attendance sheet for you to sign at each class meeting. It is your responsibility to sign the sheet when in class. Names will not be added after the class meeting has ended.
- In the event you are unable to attend a class meeting, please notify me ahead of time, if possible, to make necessary arrangements. You are responsible for obtaining information missed and arranging a time to meet with me, as needed. The FMU Attendance Policy will be strictly followed for EDUC 421. The attendance policy, from the FMU Catalog, states: "It is the responsibility of the student to attend all scheduled meetings in the courses in which he/she is enrolled. If a student is absent more than twice the number of required class...sessions per week during regular semesters, a grade of F or W will normally be assigned, unless absences have been excused for cause by the instructor." Failure to meet the Francis Marion Attendance Policy will lead to your being dropped from the course. For EDUC 421, you are allowed to miss NO MORE THAN TWO CLASSES. In addition, missing more than 15 minutes of a session and/or 2 tardies (and/or leaving early) will equal an absence. ALL absences, whether excused or not, will impact your grade. The instructor reserves the right to deduct points/lower grade due to excessive absences.

Course Communication/Emails

- All written communication in the course and via emails should be professional. Concise and relevant subject lines should be used and spelling/grammar should be

carefully checked. Write in a professional tone. Text message language is not acceptable.

- If you have a general question about the course, please post it in the Question Forum under the “Discussions” tab in Blackboard. If you have a personal question, please email me. Blackboard and email will be checked Monday through Friday between 9am and 5pm. I will do my best to respond to you within 24 hours if contacted Monday-Friday. While I will try, I may not be able to respond and/or check Blackboard and emails over the weekend, so please plan accordingly. *When sending an email, please include a detailed subject line and be sure to reference the course (EDUC 421) in the message and sign the email with your name.*

Professional Conduct

- The use of mobile devices during class or the use of personal computers for purposes other than those directly related to the class are unprofessional behaviors.

Students Requiring Learning Supports/Americans with Disabilities Act (ADA):

- If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (Francis Marion University Student Handbook). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors in which the learner would like to use these accommodations. If at any time during the semester the learner’s accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

Academic Integrity

- Your peers can serve as valuable resources for you throughout the course. However, unless an assignment is designated as a group assignment, the work you submit should be your own. Please refer to the “FMU Honor Code” section of the Student Handbook available at: <http://www.fmarion.edu/students/article328429.htm> so that you are aware of the policy that will be followed in this course regarding academic conduct.

Other

- Again, EDUC 421 is being offered for only the second time this semester. Please be sure to complete the course evaluation at the end of the semester and provide your honest thoughts. In order to help me make changes for future semesters, it is essential to have your feedback. Be sure to consider and include what did work, what did not work, and any suggestions you have for future sections of EDUC 421. I will not see anything related to course evaluations until after the course has ended and final grades are posted, and there is no identifying information attached to evaluation responses – so please be open and honest in your feedback.

*****FMU School of Education Announcements*****

Each week remember to check the “News and Announcements” page for any upcoming deadlines required for your completion in the education program and for special information regarding your major. You may do this by going to the Francis Marion Website, www.fmarion.edu, clicking on the drop-down box under “Quick Links”, choosing “School of Education”, and then clicking “News and Announcements” under the columns on the left side of the page.

EDUC 421 Class Schedule/Agenda

*Please note that this schedule is a guide and may be changed to accommodate instructor and student needs and goals for the course. If changes are made, you will be notified.

<u>Date</u>	<u>Topic</u>	<u>Assignments Due/For Next Class:</u>
Wednesday, January 11 th	Introductions, Course overview and discussion of syllabus	For Next Class: Read CH. 1 in required text
Wednesday, January 18 th	CH. 1 - Preventing Behavior Problems: The Foundation for Classroom Management IES Practice Guide	Course Policy contracts must be submitted by today. For Next Class: Read CH. 2 in required text
Wednesday, January 25 th	CH. 2 - Creating a Positive Classroom Environment PBIS, Classroom Management Philosophy, Management Styles	For Next Class: Read CH. 3 in required text
Wednesday, February 1 st	CH. 3 - Structuring and Organizing the Classroom	For Next Class: Read CH. 4 in required text
Wednesday, February 8 th	CH. 4 - Understanding and Fostering Teacher-Student Relationships to Prevent Problem Behavior	Learning Environment and Reflection Assignment Due in Blackboard For Next Class: Read CH. 5 in required text

Wednesday, February 15 th	CH. 5 - Conducting Meetings in the Classroom In-class assignments – Prevention Plan and Mock Meetings (planning) Review for Midterm	In-Class Assignments: Prevention Plan and Mock Meetings (planning) due in Blackboard
Wednesday, February 22 nd	Presentation of Mock Meetings **Midterm Exam available in Blackboard**	Midterm Exam Due by 11:59pm on Thursday, February 23rd via Blackboard For Next Class: Read CH. 6 in required text
Wednesday, March 1 st	CH. 6 - Preventing Problem Behaviors Through Effective Teaching	For Next Class: Read CH. 7 in required text
Wednesday, March 8 th	CH. 7 - Using Specific Prevention Techniques (Part 1) Presentation of Lessons	Modified Lesson Plan and Presentation Due in Blackboard
Wednesday, March 15 th	NO CLASS – Happy Spring Break ☺ **FMU Spring Break – March 13 – 17**	
Wednesday, March 22 nd	CH. 7 - Using Specific Prevention Techniques (Part 2)	For Next Class: Read CH. 8 in required text
Wednesday, March 29 th	CH. 8 - Responding to Problem Behavior in the Classroom Managing non-compliance In-class Assignment: IRIS Module/Assignment 1	Review IRIS Module and work on assessment items for Part 1 Assignment For Next Class: Read CH. 9 in required text

Wednesday, April 5 th	CH. 9 - Providing Students with the Skills to Independently Make Wise Choices In-class Assignment: IRIS Module/Assignment 2	Review IRIS Module and work on assessment items for Part 2 Assignment
Wednesday, April 12 th	Special Issues: Bullying Data Collection, FBA/BIP	IRIS Assignment 1 and 2 Due in Blackboard For Next Class: Read CH. 10 in required text
Wednesday, April 19 th	CH 10 - Putting It All Together Course and COE Evaluations **Final Exam available in Blackboard**	Final Exam Due by 11:59pm on Thursday, April 20th via Blackboard

Course Syllabus/Policies Contract

Sign, date, and return this form to Dr. Murphy by January 18th, 2017. You may scan it and email back to me, take a photo with your phone and email that to me, or drop it off at my office. You must return this form to me or you will be dropped from EDUC 421.

My signature below indicates that I have read, understand, and agree to the contents of the course syllabus and course policies for EDUC 421.

Student Signature: _____ Date: _____

Student Printed Name: _____