



**Department of Education
Online Graduate Course**

Course Number: EDUC 624
Course Title:
Credit Hours: 3
Semester and Year: Spring 2017

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Course Description:

Behavior Management of Students with Disabilities is a course that will provide students with an overview of basic behavioral principles and major theoretical models in the treatment of student behavior. Behavioral interventions including preventative, short-term, and long-term behavior enhancement and reduction techniques are then discussed and demonstrated. Teachers gain a thorough understanding of how to observe and record student behavior and how to develop and implement systematic positive reinforcement systems. Affective methods (including life space interviewing and reality therapy), functional assessment, and behavior intervention plans are also presented. Federal laws and regulations related to discipline of students with disabilities will also be discussed.

Francis Marion University 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
 - A. Exhibit professional attributes
 - B. Respect the Learning Process in demonstrating instructional/assessment flexibility, the ability to accommodate to individual differences, and reflect the belief that all students can learn regardless of their backgrounds.
 - C. Uphold Ethical and Professional Standards
 - D. Show respect for families, cultures and communities and demonstrate a sense of fairness and respect to all participants within each group.
 - E. Show respect for colleagues, P -12 students, faculty and staff

Dispositions statement

The School of Education faculty realizes that teaching is more than mastering academic content and instructional techniques. Competent and caring teachers demonstrate a large array of professional behaviors that set them apart. The development and demonstration of these behaviors are integral parts of your professional preparation. Your professor will rate you based on how well he/she feels you are demonstrating these behaviors, but ratings will have no direct impact on your grade.

Learning Outcomes: At the completion of this course, the learner will be able to:

Objective	Conceptual Framework Standards	CEC, INTASC Standards	CAEP Standards
Students will understand basic concepts and techniques of behavior management for use with mildly and moderately disabled students in special education and general education classes	I A, II B, C, D	CEC 3	1a 1b
Students will identify and discuss basic tenets of applied behavior analysis including observing and recording student behavior	I A., II, C., D.	CEC 4	1a 1b
Students will learn preventative behavior management techniques and identify instances of correct and incorrect use of preventative techniques	I A.	CEC 3	1a 1b
Students will learn short-term behavior management techniques, and identify instances of correct and incorrect use of short-term techniques	I A.	CEC 3	1a 1b
Students will learn behavior enhancement techniques and identify instances of correct and incorrect use of behavior enhancement techniques	I.A	CEC 3	1a 1b
Students will learn long-term behavior reduction techniques and identify instances of correct and incorrect use of behavior reduction techniques Students will learn affective techniques and identify instances of correct and incorrect use of affective techniques	I A	CEC 3	1a 1b
Students will demonstrate the ability to complete a functional behavior assessment and a behavior intervention plan to reduce inappropriate behavior.	I A.	CEC 2, CEC 3	1a 1b 1c 1d

Teaching Strategies: This is a Blackboard Learning System enhanced class and will consist of lecture, guest lecturers, group presentations, audio-visual aids, class discussions, class presentations, on-line activities, seminars, written assignments, handouts, role-play, computer-assisted instructions, and case studies.

Required Textbooks:

Behavior Management: Positive Applications for Teachers, Enhanced Pearson eText with Loose-Leaf Version -- Access Card P, 7/E

Author: Thomas J. Zirpoli, McDaniel College

ISBN-13: 9780133917901

eText access card: ISBN-13: 9780134019086

Assignments:

- Classroom Rules/Expectations Presentation** (50 points) - You will create an aesthetically pleasing rules poster (or sign) for your classroom tied to a theme for your classroom. The poster/sign should be created using Microsoft Power point and be developed for presentation in your classroom or future classroom. Use colors, text and picture balance, and professional lettering. Presentations will be shared and loaded onto Blackboard. (25 of the 50 points)
 A 2-3 page written explanation of your rules/expectations presentation will accompany your Power point. The written explanation should include the following: 1.) A discussion on how you arrived at your rules/expectations 2.) discussion/explanation for each rule/expectation on your poster 3.) A discussion of the role of students in introducing your poster 4.) discussion on how your rules/expectations will be communicated and explained to the parents/caregivers of your students. 5.) A discussion on the role of consequences related to your rules/expectations (25 of the 50 points)
- Chapter Assignments:** Respond to weekly questions/issues/dilemmas and problem-solving activities posted on the Blackboard website throughout the semester. Each chapter has a variety of videos and you will be instructed on which ones to view. A couple chapters will have an activity rather than a video. Your responses/reflections will be uploaded on Blackboard. Each video requires you to provide a reflection on what you watched and how it might relate to your classroom/school today. Responses should be at least 1-2 paragraphs (100 words or more). Submit only in Microsoft Word!
- Functional Behavior Assessment & Behavior Intervention Plan** – This assignment may will be completed with a partner. Given a case study on a student, you will use the information to complete an FBA and BIP. The case study and forms are provided under the Assignment Tab. The FBA will be completed first. It will be graded and returned with feedback. Once the graded FBA is returned, you can begin working on the BIP. Please use the Group Tab on Blackboard to sign up with a partner. In completing the FBA/BIP, you may be missing some information as this is a case study and not a real student. In real-life situations, this will happen and you simply need to address the need for specific information. However, the case study provides enough detail to complete the FBA and write a quality BIP for the student.
- Mid-term and Final** – A midterm and final will be given on Blackboard. The midterm will cover Chapters 1-7 and the Final will cover Chapters 8-14.

METHODS OF EVALUATION:

Assignment	Total Points
Classroom Rules Presentation	50
Chapter Assignments (22 chapter activities @ 5 pts each)	110
FBA	40
BIP	40
Midterm	100
Final	100
Total	440

Classroom Grading Scale:	Score	Point Total
A	93-100%	410-440
B+	89-92%	392-409
B	85-88%	374-391
C+	82-84%	361-373
C	77-81%	339-360
F	Below 77%	Below 339

Tentative Schedule

As this course is on-line, the due dates must be followed. **DO NOT** get behind the due dates!!

Date	Chapter	Assignments Due
January 10	Course Overview/ Syllabus/ Chapter 1	Chapter Activities due on Blackboard by January 15 at 5:00 p.m. (Answer the questions for the Classroom Connection 1.1)
January 17	Chapters 2	Chapter Activities due on Blackboard by January 22 at 5:00 p.m. (Write a reflection on the 2 chapter videos – pages 33 and 37)
January 24	Chapters 3	Chapter Activities due on Blackboard by January 29 at 5:00 p.m. (Write a reflection on 1 chapter video, p.56 and respond to the questions for the CC 3.2)
January 31	Chapters 4	Chapter Activities due on Blackboard by February 5 at 5:00 p.m. (Write a reflection on the video, page 84 and respond to the questions on CC 4.1)
February 7	Chapter 5	Chapter Activities due on Blackboard by February 12 at 5:00 p.m. (Write a reflection on the 2 chapter videos – pages 102 and 111)
February 14	Chapter 6	Chapter Activities due on Blackboard by February 19 at 5:00 p.m. (Write a reflection on 1 chapter video – pages 121)
February 21	Chapter 7	Answer the questions for the Classroom Connection 7.1 and 7.2 Activity will be found on Blackboard/Assignment Tab
February 28	Midterm	Due on Blackboard by March 4 at 11:00 p.m.
March 7	Chapters 8	Answer the questions for the Classroom Connection 8.2 Classroom Rules Presentation Due
March 14	FMU Spring Break	No Assignments Due
March 21	Chapter 9	Answer the questions for the Classroom Connection 9.1 Functional Behavior Assessment Due
March 28	Chapters 10	Chapter Activities due on Blackboard by April 2 at 5:00 p.m. (Write a reflection on the 3 chapter videos – pages 223,232 and 236)
April 4	Chapter 11&12	Chapter Activities due on Blackboard by April 9 at 5:00 p.m. (Answer the questions for the Classroom Connection 11.1; write a reflection on 1 chapter video, page 289)
April 11	Chapter 13 &14	Chapter Activities due on Blackboard by April 16 at 5:00 p.m. (Write a reflection on 2 chapter videos, p.316 and p.335 and respond to the questions for the CC 13.1) Behavior Management Plan Due
April 18	Final Exam Due	Final Exam due on Blackboard by April 22 at 5:00 p.m.

Incompletes and Withdrawals:

If contact has not been made with the professor by the end of the drop/add period, a student will be dropped from the course.

Withdrawal without academic penalty will only be granted through midterm. After that date, no withdrawals will be granted, and the student will receive the grade earned.

Incompletes are only issued on a very limited basis. A grade of I will only be issued in the case of extreme circumstance and at the discretion of the faculty member and the approval of the Dean of Education.

ACADEMIC INFORMATION**Affirmation Form**

The last page of this syllabus is the affirmation form that indicates you have read and understand all course policies. ***Please fill out, sign, and return this form to the course professor by drop/add or you will be dropped from this course.***

Dispositions

For a complete listing of the Dispositions you are expected to exhibit as a graduate candidate, please reference the Dispositions at <http://www.fmarion.edu/academics/handbooks> Appendix 1

E-mail

Electronic mail is an essential component of communication between the Education Faculty, administration, and learners; therefore, all education students are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department must be addressed professionally with a proper salutation, complimentary closing, and signature. If any of the proper ingredients are lacking, the email will be returned with a note that states "please address this email in a professional manner." Each email should address one issue. Faculty are only expected to answer emails from 9-5 Monday-Friday. Any inattentiveness on your part will not constitute an emergency on the part of the faculty member.

LiveText

If you are a degree seeking education student, you must purchase LiveText. Non-degree or students from programs other than education are not required to make this purchase.

News and Announcements:

It is recommended and suggested that you check the School of Education webpage on a weekly basis. It is here that you will find very important information in terms of dates and deadlines.

Social Networking Policy

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and/or pictures about the FMU education program, faculty, other learners, clinical experiences, and student information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

Learner Responsibilities

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Education Graduate Student Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

Guidelines for Faculty Appointments

All education faculty have posted office hours and learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

Academic Dishonesty

See Honor Code found in the *University Learner Hand Book: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work.

Computer Use

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that online education students have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

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*, current edition). 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 of classes or clinical rotations in which the learner would like to use the 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.

Disclaimer

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

FRANCIS MARION UNIVERSITY
Department of Education
Student Affirmation Form

Name: _____ **Semester : Spring 2017** **Course: EDUC 624**

___ I agree to protect the privacy of faculty, peers, clients, and family members of clients by not inappropriately disclosing confidential information about faculty, peers, clients or their family members that is disclosed to me in my capacity as a Francis Marion University education student. In addition, I agree not to inappropriately disclose confidential information about any institution that is disclosed to me in my capacity as a Francis Marion University education student. I will adhere to HIPAA guidelines.

___ I have/will read the syllabus of all education courses I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average for the course must be a 77% in order to pass the course. I also understand the required Standardized Testing (if applicable) for progression from this course.

___ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the School of Education Dispositions and the FMU Academic Dishonesty Policy.

___ I will maintain and uphold the academic integrity policy of the Department of Education and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

___ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment the FMU Education program.

___ I will not accept or access any unauthorized information related to any exam administered during my enrollment the FMU Education program.

___ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class attendance sheets.

___ I will not allow any other student access to any of my paperwork for the purpose of copyright.

___ I have /will read the **current edition** *Francis Marion University Student Handbook and Catalog* (On-line).

___ I have/will read the **current edition** of the *Department of Education Graduate Student Handbook* (Livetext, On-line).

___ I will agree to have personal information sent to me via email.

Student Signature _____ Date: _____

Student Printed Name: _____