

Syllabus for
SED 352—Behavior Management Strategies
2 Credit Hours
Fall 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Examines strategies for managing disruptive behavior in the special education and regular classroom, preschool, and home. It includes practical techniques, philosophical, legal, ethical, and pedagogical issues. (Includes a 15-hour practicum.)
Prerequisite: SED 353.

II. COURSE GOALS

The purpose of this course is to provide the teacher candidate with techniques and strategies in behavior management that would be useful in working with students in special education.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

A. Terminal Objectives

1. At the successful conclusion of this course, the student will be able to demonstrate knowledge and skills in managing student behavior and social interaction skills in the following areas (IS 16):
 - a. The continuum of aggression, appropriate intervention, and ethical considerations.
 - b. Systematic behavior management using a variety of interventions and techniques.
 - c. Environmental, psycho-educational, developmental, cognitive communication, and health factors that influence behavior. (IS 4, 9)
 - d. Social skills and adaptive behaviors for age appropriate, positive interventions. (IS 9, 17, 18)
2. The student will be able to demonstrate an understanding of the I.E.P. process by doing the following:
 - a. Using assessment results in partnership with the multi-disciplinary team to develop the I.E.P. (IS 1, 10, 14)
 - b. Monitoring I.E.P. progress. (IS 14)

B. Unit Objectives

As a result of successfully completing this course, the student will be able to do the following:

1. List or describe the general assumptions of behavior modification.
2. Discuss the history of treatment of children with behavior disorders.
3. Describe assessment techniques for identifying and recording behavior.
4. Identify undesirable behaviors to be targeted for change.

5. Practice observation, record-keeping, and charting skills.
6. Discuss the use, influence, and effectiveness of reinforcement.
7. Describe skills needed in teaching desirable behaviors to young children, children and youth, including behavioral chaining, contingency contracting, modeling, group reinforcement, and other strategies.
8. Explain skills used in reducing undesirable behaviors in children and youth, including the use of extinction, time-out, situation control, and response cost.
9. Discuss legal and ethical issues with reference to behavior management strategies.
10. Identify generalizations, problems, and difficulties in conducting behavior management programs.
11. Present techniques for developing social interactions and cooperative play.
12. Target skills for improving social competence.
13. Discuss cultural influences on behavior.

C. Objectives for Students in Teacher Preparation Programs

The course goals set for the Teacher Preparation Program meet the competency-based requirements established by the Oklahoma Commission on Teacher Preparation. This course meets the following competencies:

1. Subject Competencies (SC) and Coordinates with Council for Exceptional Children

SC/CEC 1: Demonstrates a working knowledge of philosophical, historical, and legal foundations for special education, including:

- a. Trends and issues in special education.
- b. Special education policies and procedures.
- c. Legislation and regulations regarding special education.

SC/CEC 2: Demonstrates knowledge of characteristics of learners with mild-moderate disabilities in the following areas:

- a. Cognitive.
- b. Communication.
- c. Physical.
- d. Medical.
- e. Social.
- f. Emotional.

SC 3/CEC 8: Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for students with mild-moderate disabilities.

SC 4/CEC 1, 5, 7, 10: Understands and demonstrates knowledge of the individualized education program (I.E.P.) process by:

- a. Using assessment results, in partnership with the multidisciplinary team, to develop the I.E.P.
- b. Monitoring the I.E.P. process.

SC 5/CEC 7: Demonstrates knowledge and skills in instructional content and practice, including:

- a. Research-supported, effective instructional practices, techniques, strategies, and remedial methods and specialized materials.
- b. Techniques for modifying and adapting instructional methods and materials in various learning environments.

SC 6/CEC 3, 5, 7: Demonstrates knowledge and skills in planning and managing the teaching and learning environment.

SC 7/CEC 5, 6, 9, 10: Demonstrates knowledge and skills in managing student behavior and social interaction skills in the following areas:

- a. Continuum of aggression, appropriate intervention, and ethical considerations.
- b. Systematic behavior management using a variety of interventions and techniques.
- c. Environmental, psycho-educational, developmental, communication, cognitive, and health factors that influence behavior.
- d. Social skills and adaptive behaviors for age appropriate, positive interactions.

2. Institutional Standards (IS)

IS 1: The candidate is a reflexive, transformed educator who continually evaluates his/her practice, particularly the effects of his/her choices, dispositions, and actions on others (students, families, and other professionals in the learning community) from a Christian worldview.

IS 4: The candidate makes educational decisions (i.e. plans instruction and/or administrative duties) based on the principles of the whole person lifestyle, including the spiritual, physical, intellectual, social, and emotional aspects.

IS 9: The candidate understands how students learn and designs and implements developmentally appropriate and challenging learning experiences that are supportive of personal and career development.

IS 10: The candidate demonstrates the dispositions of a transformed educator who seeks outreach opportunities to diverse populations, both logically and globally.

IS 14: The candidate demonstrates an understanding of assessment systems that aggregate and disaggregate data collected from multiple formal and informal assessment instruments, and supported by various technological resources.

IS 16: The candidate works with learners to create inclusive learning environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self motivation.

IS 17: The candidate demonstrates the competencies necessary to foster active inquiry, collaboration, and supportive interaction to build skills to access and appropriately apply information that supports lifelong learning.

IS 18: The candidate demonstrates an understanding of individual differences and diverse communities by creating inclusive learning environments and educational opportunities that allow each learner to reach his/her full potential.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Funk, D. (2002). *Love and logic solution for kids with special needs*. Golden, CO: The Love and Logic Press. ISBN 9781930429352

House, S.N. (2002). *Behavior Intervention Manua : Goals, objectives, and Intervention Strategies*. Columbia, Mo : Hawthorne. ISBN

Kutscher, M. L. (2005). *Kids in the syndrome mix of ADHD, LD, Asperger's, Tourette's, bipolar, and more*. Philadelphia: Jessica Kinglsey. ISBN 9781843108108

2. Other

Johns, B. H., & Carr, V. G. (1995). *Techniques for managing verbally and physically aggressive students*. Denver, CO: Love Publishing Company.

Johns, B. H., & Carr, V. G. (2001). *Understanding the purpose of challenging behavior*. A. James Artesani: Prentice-Hall.

B. Optional Materials

1. Textbooks

Fay, J., & Funk, D. (1995). *Teaching with love and logic*. Denver, CO: Love Publishing Company.

2. Other

None

I. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5. Students are to be in compliance with University, college, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. College of Education Policies and Procedures

1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
2. Assessment Requirements—Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education candidates.
3. Tardies—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, if the student comes into the class after attendance has been taken, the student is considered tardy. It is the student's responsibility to inform the professor that he/she was tardy immediately following that class. Failure to do so will result in an absence for that class and it will not be adjusted other than at the end of that class. Three tardies will equal one absence. It is the student's responsibility to get the information presented in class from a classmate.
4. Late Work—The student is responsible for obtaining class assignments and material covered during an absence. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Ten percent (10%) of the final assignment grade will be deducted for every business day that the College of Education office is opened. Office hours are Monday through Friday, 8:00 a.m. to 4:30 p.m., with the exception of Labor Day and the Thursday and Friday the week of Thanksgiving. The student is responsible for making sure that the date is stamped on the late assignment by an official representative in the College of Education at the time the assignment is turned in. An assignment without a date stamped on it by an official representative in the College of Education will be considered "received" on the date the professor receives it. Students who have excused absences (administrative excuse, medical report—doctor or campus nurse, or verification of the death of a family member) are responsible for meeting with the professor to mutually agree on a due date for the missing assignment(s). If the assignment(s) is (are) not turned in by the date agreed upon, the above policy will apply.
5. Attendance Policy—Students are expected to attend all classes. Because unavoidable circumstances can prevent perfect attendance the following policy will apply:

Number of days the class meets per week	Number of absences not resulting in a penalty	5% final grade reduction will be applied beginning with absence number
3	3	4
2	2	3
1	1	2

Five percent (5%) of the final grade will be deducted for each additional day the student incurs an unexcused absence.

6. Administrative Excused Absence—Students who must miss class for university-sponsored activities must follow these procedures:
 - a. Inform the professor before the event.
 - b. The student should not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Make-up work will not be permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
 - c. The student needs to present an administrative excuse form with appropriate signatures prior to the day of his/her absence when possible, or on the first day he/she returns to class.
7. Senior Cohort Attendance—Students who have one unexcused absence will receive a one letter grade deduction for the final grade in the course. Students missing more than one day will receive a grade of F for the final grade. Tardies will be handled as mentioned previously.
8. Leaving Early—Students are not permitted to leave class prior to the dismissal by the professor. If a student has to leave class early on occasion, it is his/her responsibility to talk with the professor prior to the beginning of class to secure permission from the professor. Weekly or monthly meetings are not considered an approved reason for leaving class early. If the student leaves a class 15 minutes or **less** before the end of class without prior approval from the professor, it will be considered a tardy and the tardy policy will apply. If the student leaves a class **more** than 15 minutes before the end of the class without prior approval from the professor, it will be an unexcused absence and the attendance policy will apply.
9. Cellular Phones—Students are not to have cellular phones on during class, nor are they to be visible during class. In the rare case of an emergency when it is unavoidable and a student is expecting a call during class, or needs to have his/her cellular phone on during class, the student is asked to notify the professor in advance. The professor may request that the student leave the cellular phone on the professor's desk during class.
10. Late Exams—Students taking tests other than the time they are given is an inconvenience to the professor. To assist the student in his/her professional growth, any test taken late as a result of an unexcused absence will incur a \$15.00 late-test fee (see the attendance policy). The student should pay the late fee (cash only) in the College of Education where he/she will receive a receipt. The student is responsible for making arrangements with the professor to take the late exam and for presenting the receipt at the time he/she takes the late exam. Late exams, whether they are a result of an excused or an unexcused absence, must be taken within a week from the originally scheduled date. If the student refuses to make up the late exam within the allotted time, a grade of zero percent (0%) will be entered in as the test grade, which will be factored into the final course grade.
11. Incompletes—As stated in the university catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness or a death in the family. Students must petition for an incomplete using the form available in the College of Education. Documentation for the reason the student is requesting an incomplete is required. Very few incompletes will be granted.

12. Extra Credit—Students should not expect extra credit to help raise a grade.
13. Plagiarism—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments. Students must document all sources and ideas that are not their own original information by following correct APA (American Psychological Association) documentation procedures. Failure to do this produces a plagiarized paper, which will result in an F for the paper. Flagrant cheating will result in an F for the course.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The final grade is based on the following:

Midterm exam (All Competencies)	25%
Functional Behavioral Assessment and Behavioral Intervention (All Competencies)	30%
One written assignment and presentation (Competencies 1, 5, and 7)	20%
Final exam (All Competencies)	25%
- b. Students taking a late exam because of an unauthorized absence will be required to pay a late exam fee. Borderline grades will be adjusted according to the degree of active participation during class sessions.
- c. Grades are calculated (or awarded) using the following scale:

A=90-100%
B=80-89%
C=70-79%
D=60-69%
F=Below 60%

2. ePortfolio

Students will submit the Functional Behavioral Assessment and the Behavioral Intervention Plan in their ePortfolios (Competency 2).

The College of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the College of Education Institutional Standards.

VI. COURSE CALENDAR

Readings are from Johns and Carr, *Understanding the purpose of challenging behavior*; Fred Jones, *Tools for teaching*; optional *Love and logic* readings; and class handouts.

Session	Topic
1	Introduction – Assign projects (Kutscher)
2	Love and Logic – Chapter 1-2, pp.3-34.
3	Love and Logic – Chapter 3-4, pp. 35-70.
4	Love and Logic – Chapter 5-6, pp. 71-115. Test I – Chapters 1-6
5	Love and Logic – Chapters 7-8, pp. 117-166.
6	Love and Logic – Chapters 9-10, pp. 167-219.
7	Love and Logic – Chapters 12-13, pp. 221-246.
8-9	Kutscher – Chapter 1-2, pp. 15-39. Guest Speaker on FBA – BIP – Alderman, pp. 56-87.
10	Presentation – ADHD & LD (Kutscher), pp. 41-60 – LD movie, , pp. 61-top of 79. Developing Disorders, Kutscher, pp. 79-84.
11	Presentation – Autistic Spectrum, pp. 85-104; Aspergers pp. 105-126..
12	Presentation on Anxiety and Obsessive Disorders, pp. 127-134, Sensory Integration, pp. 135-146.
13	Presentation on Tourettes and Depression, pp. 147-151, and movie
14	Presentation on Bipolar, pp. 155-168; Oppositional Defiant Disorder, pp. 171-174; Central auditory Processing Disorder (Kutscher, pp. 178-184)
15	Functional Behavioral Assessment and Behavioral Intervention Plan
16	Final Exam

Course Inventory for ORU's Student Learning Outcomes
SED 352—Behavior Management Strategies
Fall 2013

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	OUTCOMES & Proficiencies/Capacities	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
--	--	-------------------------------------	----------------------------------	---------------------------------	----------------------------

1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit		X		
1C	Evangelistic capability				X
1D	Ethical behavior	X			

2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking		X		
2B	Information literacy			X	
2C	Global & historical perspectives				X
2D	Aesthetic appreciation				X
2E	Intellectual creativity		X		

3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle	X			
3B	Physically disciplined lifestyle	X			

4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship		X		
4E	Leadership capacity		X		