College of Education and Human Development
Department of Educator and Leadership Preparation

Behavior Management for Exceptional Individuals - EDSE 3347

A. Course Description:

The objective of this course is to provide pre-service education professionals with the information needed to address and manage student classroom behaviors through the use of Positive Behavioral Interventions and Supports (PBIS) and the use of theoretical models. The course will focus on the assessment and monitoring of student behavior and the creation of proactive learning environments. The use of targeted-level interventions and supports to increase appropriate behaviors, while decreasing inappropriate behaviors will also be addressed. The course will also address disciplinary requirements, guidelines and the ethical use of behavior reductive procedures as addressed in the Individuals with Disabilities Education Act (IDEA). The prerequisite for this course is EDSE 3345.

B. Learning Objectives / Student Learner Outcomes (SLO):

This course will provide the pre-service teachers with a foundation of basic concepts of behavior management and practice through simulated case studies, which requires self-questioning and reflection to derive at solutions to behavioral issues that lead to successful classroom management, and through practical application.

Upon completion of this course, the student will:
1. Identify classroom behaviors that are potentially disruptive.
2. Understand the dynamics of pre-planning and the impact it has on the establishment of good classroom management.
3. Analyze behaviors with the use of functional behavior assessments to determine antecedents or underlying causes that contribute to the misbehavior.
4. Be able to explain classroom expectations (classroom rules) to promote and maintain appropriate behaviors.
5. Understand professional ethical principles that promote trust and civility in the classroom.
6. Identify and use various strategies for modifying behavior in the classroom.
7. Assess, evaluate, and implement a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) for a student with challenging behavior(s).
8. Know principles that guide collaborative work with other professionals.
9. Understand the necessity of working with parents and families to promote an environment that is conducive to a cooperative parent-teacher relationship to engender appropriate student behavior.
10. Adjust instruction for alignment with students' traits, needs, and interests.
11. Understand the characteristics of effective instruction to prevent disruptive behaviors.

TEA Standards/Competencies Alignment (SPED EC-12):

1.8k assurances and due process rights related to assessment, eligibility, placement, and services;
2.8s use copyrighted educational materials in an ethical manner;

4.3k cognitive, physical, cultural, social, environmental, psychological, and emotional needs of individuals with and without disabilities;

4.7k effects of dysfunctional behavior on learning, and the differences between behavioral and emotional disorders

4.11k effects of cultural and environmental influences (e.g., cultural and linguistic characteristics, socioeconomic level, abuse/neglect, substance abuse) on the child and family;

5.8k methods for monitoring the daily progress of individuals with disabilities;

5.9k the reciprocal nature of assessment and instruction and how to evaluate assessment results to design, monitor, and modify instruction for individuals with disabilities.

5.12s design ecological inventories, portfolio assessments, task analyses, and functional assessments to accommodate the unique abilities and needs of individuals with disabilities

6.1k research-based basic classroom management theories, methods, and techniques for individuals with disabilities;

6.2k research-based practices regarding how the classroom and other learning environments (e.g., job site, cafeteria, school bus, community) impact learning and behavior;

6.1s create a safe, positive, and supportive learning environment in which diversities are valued;

6.5s design, structure, and manage daily routines, including transition time, for students and other staff in a variety of educational settings;

7.1k attitudes and behaviors of school and community personnel that positively or negatively influence the behavior of individuals with disabilities;

7.2k theories of challenging behavior in individuals with disabilities (e.g., noncompliance, self-stimulation, self-abuse, violence);

7.3k theories underlying behavior management techniques (e.g., reinforcement, proactive strategies, strategies that decrease inappropriate behavior) and their applications for teaching individuals with disabilities;

7.4k ethical considerations inherent in behavior management;

7.5k applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of behavior management and discipline for individuals with and without disabilities;

7.6k rationales for selecting appropriate behavior management techniques for individuals with disabilities;

7.9k the range and variety of social skills and behavioral curricula;

7.10k strategies for crisis prevention and intervention;

7.12k the process of functional behavior assessments and their role in developing behavior intervention plans.

7.1s modify learning environments (e.g., schedule, physical arrangement) to promote appropriate behaviors;

10.4k techniques for motivating students, including the effects of high expectations on student motivation.

C. LECTURE OR DISCUSSION TOPICS:
- Intro to PBS/PBIS
- Theories of Challenging Behavior
- School-wide Positive Behavior Interventions and Supports (PBS/PBIS)
- Teaching Classroom Rules and Procedures
- Effective Use of Scheduling, Climate, and Classroom Planning and Organization
- Preventing Challenging Behavior Through High-Quality Instruction
- Arranging Classrooms for Positive Behavior
- Determining the Functions of Challenging Behavior Through FBA
- Behavioral Monitoring and Data Collection
- Reinforcers and Behavior Intervention Plans (BIPs)
- Teaching Behaviors like Academics
- Social Skills & Replacement Behaviors (Instruction)
- Specific Reinforcement Applications
- Social Skills & Replacement Behaviors (Instruction)

D. REQUIRED OR RECOMMENDED READINGS:

Scheuermann, B.K., & Hall, J.A. (2016). *Positive Behavioral Supports for the classroom,* (3rd Ed.). Boston: Pearson.

Zirpoli, T.J. (2015). *Behavior Management: Positive Applications for Teachers*, (6th Ed.). Boston: Pearson.