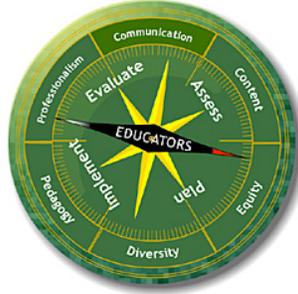


Educators as Guides for Engaged Learners



Visit: <http://www.coe.unt.edu/conceptual-framework>

Course Syllabus –Spring 2015

EDSP 4340-001: Classroom & Behavior Management Strategies for Exceptional Learners (3 hours)

Tuesdays and Thursdays, 3:30 to 4:50 PM, Matthews Hall Room 113

PROFESSOR: Dr. Cornelia L. Izen
OFFICE: Matthews Hall, 322-FA
PHONE: (940) 565-2097
E-MAIL: Cornelia.Izen@unt.edu
OFFICE HOURS: Monday– 10:30 AM to 1:30 PM
Tuesday – 10:30 AM to 1:30 PM (and by appointment)

Disability Accommodation: The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://disability.unt.edu>. You may also contact them by phone at (940) 565-4323.

Student Evaluation of Teaching (SETE): Student feedback is important and an essential part of participation in this course. The Student Evaluation of Teaching (SETE) is a requirement for all organized classes at UNT. This short survey will be made available at the end of the semester to provide you with an opportunity to evaluate how this course is taught.

Tk20 Assignments: UNT's College of Education uses Tk20 Campus Tools™ as a comprehensive online data management system for all student activities in programs leading to certification for teachers or other school personnel. Students enrolled in certification programs are required to subscribe to Tk20 to complete course assignments and to facilitate evaluations for courses, field experiences, and student teaching or internship/practicum. The Tk20 assignment for this course is as follows: Behavior Intervention Project (BIP). Failure to submit this assignment to Tk20 as well as to Blackboard for assessment will result in an incomplete for the course. For more information, see: <http://www.coe.unt.edu/tk20>

1. Course Description:

This course is designed to provide a comprehensive overview of concepts and issues related to effective methods of classroom and individual behavior management for students with exceptionalities. The major goal of the course is to prepare students to develop, implement, and maintain an effective classroom/behavior management system. Participants in the class will learn about effective classroom organization and how to implement research-validated behavior change interventions for special education students across the service delivery continuum. Specifically, students will become proficient in the understanding and implementation of Applied Behavior Analysis techniques for classroom use. Students will also be introduced to additional strategies and models of classroom management designed to facilitate positive academic, social, and behavioral classroom performance. Additional topics that will be discussed include ethical and professional behavior of special educators, interpersonal characteristics of effective special education teachers, designing effective classroom rules, the use of positive behavioral supports, as a way of improving student performance on academic and behavioral goals, and how to implement effective behavior intervention plans.

2. Course Objectives: Upon completion of this course, students will:

- 2.1. Understand and implement effective individualized behavior management strategies in classrooms for students with disabilities, including individual and group behavior management interventions.
- 2.2. Understand, and evaluate for possible adoption, a variety of empirically based large classroom management models.
- 2.3. Understand and apply the principles of applied behavior analysis, including demonstration of a thorough knowledge of the concepts, vocabulary, and implementation.
- 2.4. Demonstrate the ability to use principles of applied behavioral analysis in designing and carrying out behavior change programs, including: identifying appropriate target behaviors; defining, observing, and recording behaviors; charting and graphing data, and interpreting results.

- 2.5. Understand the importance of professional ethics as related to special education programming.
- 2.6. Deliver a thoroughly researched, professional presentation to peers on a model of classroom discipline and management.
- 2.7. This course addresses the following

Council for Exceptional Children (CEC) Essential Knowledge and Skills components:

Common Core 5: Planning and Managing the Teaching and Learning Environment

K1 – Basic classroom management theories, methods, and techniques for individuals with exceptional learning needs

K2 – Research-based best practices for effective management of teaching and learning

S1 – Create a safe, positive, and supportive learning environment in which diversities are valued

Common Core 6: Managing Student Behavior and Social Interaction Skills

K1 – Applicable laws, rules and regulations, & procedural safeguards regarding the planning & implementation of management of behaviors of individuals with exceptional learning needs

K3 – Teacher attitudes and behaviors that positively or negatively influence behavior of individuals with exceptional learning needs.

S1 – Demonstrate a variety of effective behavior management techniques appropriate to the needs of individuals with exceptional learning requirements.

S3 – Modify the learning environment (schedule and physical arrangement) to manage inappropriate behaviors

3. Required Textbooks and Materials:

- 3.1. Maag, J.W. (2004). *Behavior management: From theoretical implications to practical applications* (2nd ed.). Toronto, Canada: Thomson Wadsworth. ISBN-13: 978-0-534-60885-9
- 3.2. **This course requires an assignment that will be uploaded and graded in the UNT TK20 Assessment System. All students in this course must purchase access to TK20. Please go to the following link for directions on how to purchase TK20. Announcements regarding training on use of the TK20 system will also be posted on this website:**
<http://www.coe.unt.edu/tk20>
- 3.3. Additional articles and readings may be required to be read by all students. These readings will be available on Blackboard.

3.4. **Recommended:**

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). New York: Author.

4. **Performance Evaluation:**

- 4.1. **Student Introduction:** Students will answer questions on Blackboard regarding their contact information, their current position (work or student), their experiences with individuals who have behavioral issue, their expectations for the course, and any questions they may wish to ask the instructor.
- 4.2. **Reading Checks:** In order to help ensure a complete understanding of the required textbook readings, students will be required to complete weekly reading checks on Blackboard (<http://learn.unt.edu>). The reading checks will consist of multiple choice, true/false, or short answer questions on assigned chapters. Students will be able to retake their reading checks up until the time they are due if they would like to improve their scores. Students will earn a score of zero points for reading checks that are not completed by Sunday at 11:59 PM on the posted due date. No make-up reading checks will be allowed for anyone who misses a reading check for any circumstance. For a list of computer labs available on campus, check www.gacl.unt.edu/locations.php. Reading Check questions/answers will not be released to students to prevent/minimize academic dishonesty.
- 4.3. **Article Critiques (2 in class in small group, one individually):** As future teachers, students should be able to read and apply research in their field. As part of in-class activities, students will complete two research reviews in groups. Following this, students will complete a research review individually on a peer-reviewed research article of their choice. The instructor will provide the first two studies to be reviewed. Students must receive approval from the instructor before starting their Article Critique 3.
- 4.4. **Behavior Intervention Project (BIP) & Summary Paper:** Students will conduct an abbreviated Applied Behavior Analysis intervention with a human subject (preferably, a school-aged child and ideally, a student in a public school setting). This project will involve conducting a functional behavioral assessment (FBA), developing an hypotheses regarding behavioral functions and maintaining variables, designing an intervention plan (BIP), and implementing behavior change procedures. A detailed description of the assignment and a rubric for evaluation will be made available on Blackboard.
- 4.5. **Class Participation:** The subject matter of this course, in particular, with its emphasis on the practical application of theoretical models, is both challenging, and at times, wonderfully debatable. Therefore, student participation and discussion is a critical element of the course structure. Students will be expected to come to class well prepared to engage in discussions and complete in-class activities. Students who are not present in class will not be able to earn

participation points for that day. Students who are not present for the entire class session will not earn full participation points for that day. In all classes, students will participate in class activities that will contribute to participation portion of the final grade. Points missed due to absences during class activities **CANNOT be made up**. Participation points can only be earned if the student is in attendance. Students who miss 2 classes will lose ½ of participation points. Students who miss 3 classes will lose all participation points. At the end of each class, students will evaluate their participation in class. The instructor will consider participation of students on a case-by-case basis.

- 4.6. **Professionalism:** Students who adhere to the policies and procedures stated in this syllabus and who take all quizzes, attend all classes, and complete all activities will earn the maximum number of points for *professionalism*.
- 4.7. **Evaluation:** Assignments are evaluated according to rubrics. Students can find the assignment description and rubrics in Blackboard. For all assignments, the instructor will grade the assignment and post the score students earned and comments to the Grade Center (My Grades in the left side navigation bar) on Blackboard. Students can read the comments by clicking on the grade. If you have difficulty with an assignment, either in understanding or completing it, please contact your instructor immediately to discuss this. The course point breakdown is:

Due Date	Item	Total Points
1/27	Student Introduction	10
Throughout Semester	Reading Checks (10 @ 15 each)	150
#1 (small group in class): 2/10 #2 (small group in class): 2/24 #3 (Individual): a. proposal with .pdf of article: 3/3 b. final critique: 3/24	Article Critiques (3 @ 25 each)	75
2/3	Description of individual for BIP	10
2/24	FBA Proposal	10

3/12	Draft of FBA	75
3/31	Draft of BIP Intervention Plan	75
4/21	Draft of BIP Results and Discussion	75
5/7 (To Tk20 AND Blackboard)	Final Version of Behavior Intervention Project (including FBA) *	300
4/21, 4/23, 4/28, 4/30, or 5/5	BIP Presentation	50
Throughout Semester	Class participation (30 @ 5 points each)	150
Throughout Semester	Professionalism	20
TOTAL		1000

*Must be submitted to Blackboard AND Tk20. An incomplete will be given for the course if not submitted to Tk20.

Grading Scale

900 - 1000 Points (90 - 100%) = A 600 – 699 Points (60 - 69%) = D
 800 – 899 Points (80 - 89%) = B 599 Points and below (59% and below) = F
 700 – 799 Points (70 - 79%) = C

5. Course Policies and Requirements:

5.1. **Person-First Language.** Use person-first language when referring to individuals with disabilities in class discussions and written assignments (and ideally in your professional practice). Please refer to “Guidelines for Reporting and Writing About People with Disabilities” <http://www.lsi.ku.edu/~lsi/news/featured/guidelines.shtml>

5.2. **Attendance:** Understanding you are individuals with full and active lives, who have made the intellectual and financial commitment to regularly attend class, there may be an instance when you are not able to attend. If this unlikely event should occur, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance. Please be sure to notify the classmate in sufficient time for them to be of assistance to you.

Please notify your instructor by email in advance if you will not be able to attend class, and arrange for a classmate to pick up handouts/provide notes. Most handouts will be on Blackboard and all PowerPoint slides will be on Blackboard for each class session.

5.3. Personal Conduct: Please be courteous to the instructor and peers...any cell phone use (e.g., texting, internet use, game playing, etc.), excessive talking without permission, and other unprofessional or disruptive behavior will result in a loss of participation points for that day.

Acceptable Student Behavior: Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at <http://deanofstudents.unt.edu>.

5.4. Completion/Submission of Assignments: Read assignment instructions carefully before starting and/or submitting them to ensure accuracy. Assignments are to be submitted through the Blackboard Assignment function unless instructed otherwise. All students are responsible for paying careful attention to assignment submission deadlines.

- **Written Assignments:** All written assignments must be presented in typewritten form, using appropriate APA format, if relevant. Assignments should be turned in on the date announced.
- **APA Format for Assignments:** Use APA 6th edition guidelines for all course assignments. This website links to APA format guidelines: <http://www.apastyle.org/>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: <http://www.plagiarism.org/plagiarism-101/overview/>

In all cases, written assignments should adhere to standard usage of English grammar and be free of typographical errors.

5.5. Make-up Reading Checks: Students will be given more than one day to complete the reading checks. Therefore, there will be **NO make-up Reading Checks for this course.** It is *highly recommended that you do not wait until the last day or final hour to begin a reading check* in case an unforeseen event occurs and you are unable to complete the assessment in a timely manner. A zero (0) will be given for non-completion.

5.7 Late Assignments: Assignments should be submitted through Blackboard by 3:00 PM on the day they are due, unless other directions are provided by the instructor. Assignments turned in after

the date due will be considered late. Five percent of available points for the assignment will be deducted for each day of late submission during the first week after the due date. After one week from the due date, assignments submitted will receive zero points. Thus an assignment that is three days late is able to obtain only 85% of the points for the assignment regardless of the quality of the work. The point deduction will be made after grading is complete. The date that the assignment was received by the instructor **on Blackboard, in hand, or via email** will be considered the date submitted. Submitting an assignment late does not alter the due dates on other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Students should strive to keep up with the assignment schedule so that they will be able to have appropriate formative feedback from their instructor across the semester.

5.8 Incompletes: A grade of "Incomplete" will be granted *only if* a student has satisfactorily completed 75% or more of the course requirements with a passing grade and requests an incomplete for extreme personal or academic reasons. The professor and student will negotiate a due date and requirements for successful completion. If the student fails to complete the requirements by the agreed upon due date, the existing grade will be submitted. Students are expected to remember and submit the requirements by the due date without waiting for reminders from the professor. Low class attendance or poor grades are not good enough reasons for requesting an Incomplete.

5.9 Sample Assignments: In an effort to assist students in future sections of this course, the instructor may post assignments submitted this semester as samples. The names of authors will not be used on these samples. Please notify your instructor in writing if you do not wish your work to be used as a sample in future course sections.

5.10 Academic Integrity and Dishonesty: Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to, a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes but is not limited to: a. the work of another person without full and clear acknowledgement; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

5.11 EagleConnect: All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and

how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

- 5.12 Emergency Notification & Procedures:** UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty, staff, and students. Please make certain to update your phone numbers at <http://www.my.unt.edu>. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.
- 5.13 Blackboard Learn:** Visit the course (EDSP 4340) website for updates on course content, quizzes, assignments, and general announcements. Please make it a point to check the website the day before each class for important information and announcements that may be relevant to the next class. Go to the following website to access our course on Blackboard: <https://learn.unt.edu/>
- 5.14 Retention of Student Records:** Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have the right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates at the following link: <http://essc.unt.edu/registrar/ferpa.html>
- 5.15 Professionalism:** Enhancing professionalism and ethical behavior is an underlying goal of all courses in UNT's Programs in Special Education, as well as a foundational topic of this course. Thus, at all times, students are expected to conduct themselves in a highly responsible and respectful manner. In addition to those guidelines addressing student conduct established by the university and addressed in the undergraduate catalog and student handbook (e.g., cheating, plagiarism), professionalism includes the following:
- establishing and maintaining positive relationships and interactions with peers, colleagues, and instructors;
 - attending respectfully to others who are sharing information (or asking questions) with the class;
 - being flexible and understanding in response to unforeseen changes in the syllabus;

- maintaining attention and alertness, and refraining from engaging in any activity not directly related to this class during class hours;
- making only positive comments and gestures directed toward others in the class.
- ensuring that cell phones are turned off prior to entering the classroom, as phone calls during class time are disruptive to the instructional activities of the course (especially for those of us who are highly distractible);
- using personal computers is encouraged for those students who prefer this medium for note taking, however, professionalism dictates that students use their computers for class-related activities only during class time;
- all assignments, unless otherwise noted, are expected to be completed individually. In addition, no work completed and turned in for this course should be turned in at a later time (without significant changes or additions) to fulfill requirements for other courses, or shared with other students for the purpose of completing course work in special education courses of this or other instructors.

5.16 Succeed at UNT: UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grow. And, as a faculty member, I am committed to helping you be successful as a student. Here is how to succeed at UNT: Show Up, Find Support, Get Advised, Be Prepared, Get Involved, Stay Focused. To learn more about campus resources and information on how you can achieve success, go to <http://success.unt.edu/>.

6 Calendar of Due Dates and Course Topics:

Date		Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Thursday class; Other assignments due by 3:00 PM on day of class. All assignments should be submitted to Blackboard.
January	20	Introduction to the course and field	None	
	22	Intro to Behavior Management	Syllabus, Maag (2004) Chapter 1	Reading Check on Chapter 1 available at 5:00 PM
	27	Issues with Behavior Management	Maag Ch. 2	Student Introduction Due
	29	Issues with Behavior Management		Reading Check on Chapter 2 available at

EDSP 4340-001 Spring 2015 Izen

				5:00 PM
Date		Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Thursday class; Other assignments due by 3:00 PM on day of class. All assignments should be submitted to Blackboard.
February	3	Basic Principles of Behavior	Maag Ch. 4	Description of individual for BIP due
	5	Basic Principles of Behavior		Reading Check on Chapter 4 available at 5:00 PM
	10	Functional Assessment of Behavior Problems	-Maag Ch. 7 -Greenwald, Williams & Seneuk (2014)	Article Critique 1 due (Small Group in Class)
	12	Child Abuse: Guest Speaker: Shelli Cotton, Outreach Coordinator, Children's Advocacy Center of Denton County	Lojkovic (2013)	
	17	Child Abuse: Guest Speaker: Shelli Cotton, Outreach Coordinator, Children's Advocacy Center of Denton County		
	19	Functional Assessment of Behavior Problems Counting and Recording Behavior		Reading Check on Chapter 7 available at 5:00 PM
	24	Counting and Recording Behavior	-Maag Ch. 5 -Miller, Dufrene, Sterling, Olmi & Bachmayer (2015)	-Article Critique 2 due (Small Group in Class) - FBA proposal due
	26	Counting and Recording Behavior		Reading Check on Chapter 5 available at 5:00 PM
March	3	Graphing Behavior	Maag Ch. 6	Proposal for Article Critique 3 due (.pdf)
	5	Review of BIP guidelines/Question and Answer Session about BIP		Reading Check on Chapter 6 available at 5:00 PM
	10	Reinforcement Techniques for Increasing	Maag Ch. 9	

EDSP 4340-001 Spring 2015 Izen

		Behavior			
	Date	Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Thursday class; Other assignments due by 3:00 PM on day of class. All assignments should be submitted to Blackboard.	
March	12	Reinforcement Techniques for Increasing Behavior		-Reading Check on Chapter 9 available at 5:00 PM - Draft of completed FBA Due	
	17	NO CLASS: Spring Break			
	19	NO CLASS: Spring Break			
	24	Differential Reinforcement for Decreasing Behavior	Maag Ch. 10	Article Critique 3 due (Individual)	
	26	Differential Reinforcement for Decreasing Behavior		Reading Check on Chapter 10 available at 5:00 PM	
	31	Punishment	Maag Ch. 11	Draft of BIP Intervention Plan Due	
	April	2	Punishment		Reading check on Chapter 11 available at 5:00 PM
		7	Teaching Self-Management	Maag Ch. 12	
9		NO CLASS: Classroom Organization and Management to Enhance Positive Behavioral Supports (<i>online module</i>)		Reading Check on Chapter 12 available at 5:00 PM	
14		Question/Answer session about Class Presentations of BIPs (optional) Generalization (online module)	Maag Ch. 14		
16		Guest Speaker: Susan Nichols, Ph.D., BCBA-D, Director of Intervention Services		Reading Check on Chapter 14 available at	

EDSP 4340-001 Spring 2015 Izen

		UNT Kristin Farmer Autism Center		5:00 PM
	21	Class Presentations of BIPs		Draft of BIP Results and Discussion due
	23	Class Presentations of BIPS		
	Date	Topics	Required Readings (read by date listed)	Reading Checks due on Sunday at 11:59 pm after Thursday class; Other assignments due by 3:00 PM on day of class. All assignments should be submitted to Blackboard.
April	28	Class Presentations of BIPs		
	30	Class Presentations of BIPs		
	5	Class Presentations of BIPs		
May	7	Class Presentations of BIPs		Submit Final BIP to Tk20 and Blackboard
	12	NO CLASS: Finals Week		None (no final exam ☺)

NOTE: The instructor reserves the right to make schedule changes given unusual circumstances and/or at my discretion. She expects students to adapt to changes with equanimity.