I. COURSE DESCRIPTION
This introductory course will focus on positive behavioral supports and behavior intervention techniques. Course content includes information on: definitions, characteristics, prevalence, causes, assessment, prevention of behavioral difficulties, functional behavior assessment, applied behavior analysis, education service delivery, advocacy, and other current issues in the field.

II. RATIONALE
Behavior management is an effective tool for use by parents, teachers, and childcare providers in the development of children who will later become productive members of society. Behavior management strategies are designed to foster socially acceptable and academically beneficial behaviors. Students who exhibit disruptive behaviors at home create stress, anxiety, and emotional discord that affect every member of the family. There is an ever-increasing need to diminish disruptive behavior in our classrooms because failure to do so results in time off task not only for the student or students participating in the disruption, but for the class as a whole. Each time that an educator has to stop teaching in order to reprimand a student, document the incident and/or contact parents, valuable instructional time is lost. This course will describe various behavior management strategies that may be used collectively or individually to addresses a particular concern and provide students with practical information and strategies for use with students with challenging behavior, as well as emotional and behavioral disorders (ED/BD).

III. STATE STANDARDS FOR TEACHERS
The state adopted proficiencies covered in this course include the following:

1. **Learner-Centered Knowledge:** The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

2. **Learner-Centered Instruction:** To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements and assesses instruction using technology and other resources.

3. **Equity in Excellence for All Learners:** The teacher responds appropriately to all diverse groups of learners.
IV. **TExES CONTENT COMPETENCIES and CEC NATIONAL STANDARDS**

After taking this course, students should be prepared to use evidence-based practices in identifying, assessing, educating, and intervening with students with challenging behaviors and ED/BD to better meet their educational and social-behavioral needs.

- **Domain I – Understanding Individuals with Disabilities and Evaluating their Needs**
  - **Competency 002:** The special education teacher understands and interprets formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions.

- **Domain II – Promoting Student Learning and Development**
  - **Competency 003:** The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities.
  - **Competency 004:** The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology.
  - **Competency 006:** The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills (II.006).

- **Domain IV – Foundations and Professional Roles and Responsibilities**
  - **Competency 012:** The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings.

---

**Council for Exceptional Children Initial Level Content: Special educators demonstrate their mastery of the following standards:**

**A. Initial Content Standard 1, Foundations:** Special educators understand the field as an evolving and changing discipline based on:

1. Philosophies and evidence-based principles and theories;
2. Relevant laws and policies;
3. Diverse and historical points of view;
4. Human issues that influence the field and professional practice;
5. Issues of human diversity that can impact families, cultures, and schools;
6. Relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

**B. Initial Content Standard 2, Development and Characteristics of Learners:** Special educators:

1. Know and demonstrate respect for their students first as unique human beings.
2. Understand the similarities and differences in human development.
3. Understand how exceptional conditions can interact with the domains of human development.
4. Use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.

C. Initial Content Standard 3, Individual Learning Differences: Special educators:
   1. Know and understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life;
   2. Utilize active and resourceful means in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition;
   3. Understand learning differences provide the foundation upon which special educators individualize instruction.

D. Initial Content Standard 4, Instructional Strategies; Special educators:
   1. Possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs.
   2. Select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula;
   3. Modify learning environments appropriately for individuals with exceptional learning needs;
   4. Enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs;
   5. Promote increased student’ self-awareness, self-management, self-control, self-reliance, and self-esteem;
   6. Emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

E. Initial Content Standard 5, Learning Environments and Social Interactions: Special educators actively:
   1. Create learning environments for individuals with exceptional learning needs.
   2. Foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
   3. Foster environments in which diversity is valued.
   4. Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy.
   5. Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.
   6. Use direct motivational and instructional interventions.
   7. Teach students to respond effectively to current expectations.
   8. Intervene with individuals with exceptional learning needs in crisis.
   9. Coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.
F. Initial Content Standard 6, Language: Special educators:
   1. Understand typical and atypical language development
   2. Use individualized strategies to enhance language development and teach communication skills
   3. Are familiar with augmentative, alternative, and assistive technologies to support and enhance communication
   4. Match communication methods to an individual's language proficiency and cultural and linguistic differences
   5. Provide effective language models and use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

G. Initial Content Standard 7, Instructional Planning: Individualized decision-making and instruction is at the center of special education practice. Special educators:
   1. Develop long-range individualized instructional plans anchored in both general and special education curricula.
   2. Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.
   3. Emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.
   4. Modify instructional plans based on ongoing analysis of the individual’s learning progress.
   5. Facilitate instructional planning in a collaborative context.
   6. Develop a variety of individualized transition plans from preschool to a variety of postsecondary work and learning contexts.
   7. Use appropriate technologies to support instructional planning and individualized instruction.

H. Initial Content Standard 8, Assessment: Assessment is integral to the decision-making and teaching of special educators and special educators
use multiple types of assessment information for a variety of educational decisions.

1. Special educators use the results of assessments to:
   a) Help identify exceptional learning needs and to develop and implement individualized instructional programs.
   b) Adjust instruction in response to ongoing learning progress.

2. Special educators understand:
   a) Legal policies and ethical principles of measurement, measurement theory and practices.
   b) Appropriate use and limitations of various types of assessments

3. Special educators collaborate with families and other colleagues to:
   a) Assure nonbiased, meaningful assessments and decision-making.
   b) Conduct formal and informal assessments of behavior, learning, achievement and environments.
   c) Identify supports and adaptations required for individuals.
   d) Regularly monitor the progress of individuals.
   e) Use appropriate technologies to support their assessments.

I. Initial Content Standard 9, Professional and Ethical Practice: Special educators are guided by the profession’s ethical and professional practice standards:
   1. To practice ongoing attention to legal matters along with serious professional and ethical considerations.
   2. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice to reflect current evidence-based best practices.

J. Initial Content Standard 10: Collaboration:
   1. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.
   2. Promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.

V. TExES PPR Competencies

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity and excellence.
Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques,
instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

VI. COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES

Course Objectives

This course is designed to enable students to:

1. Explore an integrated system of prevention and intervention for students with or at risk for learning and emotional/behavioral difficulties.
2. Develop strategies to address academic behaviors and instructional issues.
3. Learn to effectively manage challenging behaviors.
4. Provide a comprehensive approach to student services.

The overarching objective in this course is to prepare students to use evidence-based practices in identifying, assessing, educating, and intervening with students with ED/BD to better meet their educational and social-behavioral needs.

This course is to ensure that:

1. The special education teacher understands and interprets formal and informal assessment procedures and knows how to evaluate student competencies to make instructional decisions (I. 002).
2. The special education teacher understands and applies knowledge of procedures for planning instruction for individuals with disabilities (III. 003).
3. The special education teacher understands and applies knowledge of procedures for managing the teaching and learning environment, including procedures related to the use of assistive technology (II. 004).
4. The special education teacher understands and applies knowledge of issues and procedures for teaching appropriate student behavior and social skills (II. 006).
5. The special education teacher knows how to communicate and collaborate effectively in a variety of professional settings. (IV. 012).

Student Learning Outcomes

Students in the EC-12 Special Education program will:

- Demonstrate a depth of knowledge of understanding individuals with disabilities and evaluating their needs. (SPED 4310, SPED 4330, SPED 4335, SPED 4340, and SPED 4345 are linked to this student learning outcome.)

- Demonstrate a depth of knowledge of fostering learning and development for individuals with disabilities. (SPED 4330, SPED 4335, SPED 4340 and SPED 4345 are linked to this student learning outcome.)
• Demonstrate a depth of knowledge of foundations of special education and professional roles and responsibilities of the special education teacher. (SPED 4310 and SPED 4330 are linked to this student learning outcome.)

• Effectively apply the competencies of a special education teacher in their student teaching experience. (SPED 4310, SPED 4325, SPED 4330, SPED 4335, SPED 4340, SPED 4345 and SPED 4397 are linked to this student learning outcome.)

VII. COURSE TOPICS
The major topics to be considered are the following:
• IDEA and Section 504
• Characteristics and needs of students with or at risk for learning and emotional disorders/behavior disorders (ED/BD)
• Proactive approaches for identifying and treating students at risk for academic failure
• Proactive approaches for identifying students at risk for socio-behavioral problems
• Proactive and preventative practices and outcomes for students with ED/BD
• Positive Behavior Supports
• Classroom organization and structure
• Direct instruction
• Functional Behavior Assessment and Applied Behavior Analysis
• Social skills assessment and instruction for students with ED/BD
• Effective intervention strategies for students with ED/BD
• Paraprofessionals supporting students with ED/BD
• Transitioning from school to the community

VIII. INSTRUCTIONAL METHODS AND ACTIVITIES
The methods and activities for instruction include the following:
• Readings and discussion
• Cooperative learning
• Case studies
• Planning of a Behavior Intervention Plan (BIP) addressing the needs of a school-age child or community member
• Student presentations on course topics that demonstrate “expert” knowledge
• Written assignments

IX. EVALUATION AND GRADE ASSIGNMENT
The final grade will be based on the following:
Two Quizzes (2 at 75 points each) 150 points
Learning Activities (4 at 25 points each) 100 points
Classroom Management Poster (group project)* 100 points
Super Nanny Video Review (group project)* 100 points
Behavior Change Project* 100 points
Final Exam (at least 50% of material drawn from Unit Quizzes) 150 points

Total Points=700
630-700=A; 560-629 =B; 490-559= C; 420-489= D; 419 and below= F

Virtually all assignments are graded using a rubric. It is always in your best interest to review the rubric and use it as a final checklist before submitting your work.

*Instructions for these major assignments will be provided online.

X. REQUIRED TEXT


XI. BIBLIOGRAPHY

Course content is supported by the following:


**Helpful Websites:**

American Institute for Research, The Access Center
http://www.k8accesscenter.org/training_resources/math.asp

Association for Positive Behavior Supports
http://www.apbs.org/

Center for Research on Education, Diversity & Excellence
http://manoa.hawaii.edu/coe/crede/?p=79

Intervention Central http://www.interventioncentral.org

National Association of School Psychologists
http://www.nasponline.org

The IRIS Center http://iris.peabody.vanderbilt.edu/
The Meadows Center for Preventing Educational Risk  
http://www.meadowscenter.org/

PBS Teacher Source for Lesson Plans  http://www.pbs.org/teachersource/

National Center on Intensive Intervention  
http://www.intensiveintervention.org/

Technical Assistance Center on Positive Behavior Interventions and Supports  
http://www.pbis.org

Texas Project First  http://www.texasprojectfirst.org/


XII. TENTATIVE CLASS SCHEDULE

7/6-7/10  Introduction/Class Orientation  
Syllabus Activity  
Activity A (Parts 1 and 2)

7/10-7/15  Unit 1, Foundations of Behavior Disorders, Chapters 1-3  
Activity B  
Classroom Management Poster Session group assigned

7/15-7/20  Unit 2, Chapters 9-11, Classroom and Behavior Management  
Classroom Management Poster Session  
Quiz 1 (must be completed by 7/20)  
Super Nanny Video Review (sign-up by 7/20)

7/20-7/25  Unit 3, Chapters 4-5, Applied Behavioral Analysis and Functional Behavior Assessment

7/25-7/27  Super Nanny Video Review (posted by 7/27)

7/27-7/31  Unit 4, Chapters 6-7, Intervention Strategies  
Activity C  
Quiz 2 (must be completed by 7/31)

7/31-8/5  Unit 5, Chapters 8 and 12, Effective Instruction  
Activity D

8/6  Behavior Change Project Due
XIII. COURSE POLICIES

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamu.edu/.

Submission of Work
All written work turned in must be typewritten. With the exception of field journals, hand-written work will not be accepted. Late work will not be accepted unless prior arrangements have been made in advance with the instructor or documentation is provided of a medical or family emergency.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamuucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association (APA), Sixth Edition is the required method for citations within papers.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
**Technology Requirements**
To prepare your computer for using Blackboard 9.1, go to [https://iol.tamucc.edu/techreq.php](https://iol.tamucc.edu/techreq.php) for computer requirements.


To view flash (.flv) files from sites such as You Tube, download the Flash player at [http://get.adobe.com/flashplayer/](http://get.adobe.com/flashplayer/).

**Navigating Blackboard 9.1**
Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a **Course Menu** on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: **Bb Help**, which contains a complete guide to learning how to use the many tools and features in Blackboard, and **Bb Video Tutorials**, which links to a page with videos to show you how to do tasks such as submitting an assignment.

**Blackboard Learning Systems Support**
URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: [https://distance-education.tamucc.edu/student_resources.html](https://distance-education.tamucc.edu/student_resources.html)
“Help” At the bottom of the Course Management Control Panel in the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2825

**Library resources** (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

**Online Course Guidelines**
Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:
• Post assignments on time. Early is even even better.
• Work extra hard to get to know other classmates.
• Success in group activities will require strong collaborative skills, excellent
time management, and flexibility.
• Reach out using our course tools to support each other. If you have good
info/tips on what is working for you/resource ideas, please share with the
group so we can help each other out.
• Respect other classmates by watching what you say.
• Add your opinions to/participate in the discussions.
• Be supportive of other students.
• Don’t get behind. If you get behind in an online course it is harder to get
back on track than it is in a traditional course.
• Stay focused and stay connected.
• Keep up with your assignments and your grades. It is not the teacher’s
responsibility to tell you what you have or haven’t turned in. Your grades
will be available in Blackboard so all you have to do is regularly check to
make sure you have grades posted for all work.
• In general terms, students are expected to "demonstrate a high level of
maturity, self-direction and ability to manage their own affairs" and to
"conduct themselves in accordance with the highest standards of academic
honesty." Instances of plagiarism will be handled in accordance with Texas
A&M University-Corpus Christi General Academic Policies and Regulations
as listed in the current catalog.

**Student login expectations**—Students are required to login often – once every
two days at a minimum. It is recommended that students check daily for
updates. ([Specific login instructions](https://bb9.tamucc.edu) are available at Blackboard Login)

**Instructor Feedback**—During the week (exclude weekends), I will generally
respond to online requests within 24 hours. If you have not received a
response to a question within 48 hours, please resubmit your inquiry.

**Instructor availability to support students**—I maintain a consistent web
presence and am available to meet online or via phone. I want you to do well
and develop critical knowledge and skills. Please contact me with questions,
comments or concerns.

**Statement of Academic Continuity**
In the event of an unforeseen adverse event, such as a major hurricane and
classes could not be held on the campus of Texas A&M University–Corpus
Christi; this course would continue through the use of Blackboard and/or
email. In addition, the syllabus and class activities may be modified to allow
continuation of the course. Ideally, University facilities (i.e., emails, web sites,
and Blackboard) will be operational within two days of the closing of the
physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Grade Appeals***
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS or HB2504

**Syllabus Disclaimer**
This syllabus should serve as your guide to the online course and is as accurate as possible. However, all information is subject to change; changes will be posted via Blackboard announcements.

*Required by SACS or HB2504