**RSED 4010 Behavior Management in Special Education**

**Auburn University Department of Special Education, Rehabilitation, & Counseling**

1. **Course Number**: RSED 4010

**Course Title:** Behavior Management in Special Education **Credit**: 3 hours

**Meeting Times: T & H 11:00-12:15am Haley 1218 Office hours:** By appointment

**Instructor:** Christine Drew **Instructor email:** cmd0109@auburn.edu

**Instructor’s phone:** 334-844-7660 **Office location:** 1234C Haley Center

1. **Date Syllabus Prepared:** August 2021
2. **TEXTS:**

Alberto, P. A., & Troutman, A. C. (2013). *Applied Behavior Analysis for Teachers 9th ed*. Upper Saddle River, NJ: Pearson.

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press

Sutherland, A. (2008). *What Shamu taught me about life, love, and marriage: lessons for people from animals and their trainers*. Random House.

Required book: Gorski, P. C. (2017). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*. Teachers College Press.

**MEDIA:**

Willowbrook movies on YouTube

PODCAST: TBD

1. **COURSE DESCRIPTION:** This course provides skills necessary to manage the behavior of students in special education including behavioral assessment, selection criteria for appropriate intervention strategies, and evaluation of intervention effectiveness.
2. **COURSE OBJECTIVES:** Upon completion of this course, students will be able to:

Describe screening and diagnostic procedures used to screen for behavior disorders.

Develop goals and objectives from assessment information.

Describe affective individual and/or group intervention strategies.

Develop a behavior intervention plan from a case study.

Describe the principal components of effective social skills training programs.

Apply behavior analysis procedures in academic and social situations. 34(b)8

Demonstrate an understanding of terminology associated with behavior management.

Discuss guidelines concerning when to appropriately use behavior management procedures.

Describe a functional analysis.

Identify reinforcers that could maintain a given behavior in a classroom situation.

Design, graph, and evaluate the success of a self-modification procedure.

6**. COURSE CONTENT SCHEDULE**

|  |  |  |  |
| --- | --- | --- | --- |
| Date | Topic | Reading | Assignments Due |
| Aug. 17 | Intro, Positive Behavioral Supports | Ch 1, articles |  |
| Aug. 19 | PBS, Behavioral Objectives | Ch 3, articles |  |
| Aug. 24 | Behavioral Objectives | Ch 3 | **Intervention Project Initial Plan Due** |
| Aug 26 | Project Planning |  |  |
| Aug 31 | Data Collection | Ch 4, midway through Shamu book |  |
| Sept. 2 | Data Collection | Ch 4, Chapter 1 of common book |  |
| Sept. 7 | Functional Behavioral Assessment | Ch 7 |  |
| Sept. 9 | Functional Behavioral Assessment | Ch 7, Chapter 2 of common book |  |
| Sept. 14 | Functional Behavioral Assessment | Ch 7, Finish Shamu book |  |
| Sept. 16 | Behavior Intervention Peer Review | Chapter 3 of common book | **Behavior Intervention Project Part 2 due** |
| **Sept. 21** | **Test 1** |  |  |
| Sept. 23 | Increasing Behaviors | Ch 8, New JC: The Rebirth of Caste, Chapter 4 of common book |  |
| Sept. 28 | Increasing Behaviors | Ch 8 |  |
| Sept. 30 | Increasing Behaviors | Ch 8, Chapter 5 of common book |  |
| Oct 5 | Zoom conferences  Peer Review with management draft | New JC: The Lockdown |  |
| Oct. 7 | Zoom conferences  Peer Review with management draft |  | **Ideas for Classroom Management Part 1** |
| Oct. 12 | Increasing Behaviors | Ch 8, Chapter 6 of common book |  |
| Oct. 14 | Behavior Intervention Peer Review  Have access to canvas in class | New JC: The Color of Justice | **Behavior Intervention Project Part 3 ideas** |
| Oct 19 | Decreasing Behaviors | Ch 9 |  |
| Oct. 21 | Decreasing Behaviors | Ch 9, Chapter 7 of common book |  |
| Oct 26 | Decreasing Behaviors | Ch 9, New JC: The Cruel Hand | **Ideas for Classroom Management Part 2** |
| **Oct. 28** | **Test 2** |  |  |
| Nov 2 | Differential reinforcement | Ch 10 | **Ideas for Classroom Management Part 3** |
| Nov. 4 | Differential reinforcement | Ch 10, Chapter 8 of common book |  |
| Nov. 9 | Generalization | Ch 11, New JC: The New Jim Crow | **Behavior Int Project Reflection Part 4** |
| Nov. 11 | Self-Management | Ch 12, Chapter 9 of common book |  |
| **Nov 16** | **Test 3** |  |  |
| Nov 18 | Behavior Intervention Reflection | Chapter 10 of common book | **Ideas for Classroom Management Part 4** |
| Nov 23 | Wrap up | New JC: The Fire This Time, Chapter 11 of common book | **Ideas for Classroom Management Part 5** |
| **Dec 2** | **Final Exam on Canvas \*\* Exam is timed and cumulative. \*\*** | | |

**7. COURSE REQUIREMENTS/EVALUATION: :** Students are required to: a) wear a mask when meeting in our classroom, b) successfully complete all required projects and give to the instructor no later than the date designated for each project, c) take all required exams, d) attend class whether in-person in the classroom, in-person using zoom meetings, watch recorded lectures and participate in class discussions and activities whether in-person or synchronously using Zoom, and d) read assigned materials prior toattending classes.

**CLASS PREPARATION QUIZZES (50 points):** Students will demonstrate their preparation for class and course engagement through the completion of quizzes prior to class meetings. These quizzes will be available on Canvas. The content will be assigned readings for the current day and content from previous classes. **Additional points available will be available for participation in our Common Book.** For each screen shot of your anonymous reflection submission (capture the page that confirms your submission for the chapter), I will add 1 point to your quizzes for a potential total of 11 additional points.

**TESTS & FINAL EXAM:** Students will demonstrate competency on three tests covering lecture, class activities, and information from text and articles. There will a final exam covering all course content.

**BEHAVIOR INTERVENTION PROJECT:** Each student will **independently** develop two behavior intervention plans based on case studies provided by the instructor. The plans will involve a simple contract, positive behavior supports, and an identified method of data collection.

The project will be completed in four parts: an initial plan submitted the second week of the semester, synthesis of the functional behavioral assessment data provided in the scenarios with identification of the hypothesis, development of an intervention plan, and reflection upon changes in plans from the initial to final product and learning that will be applied in the future. The components of each part are below.

Part 1 (1pts): Read the scenarios about Sam and Sara. On Canvas, respond to questions about your plan for intervention.

Part 2 (19 pts): Using the scenarios, respond to questions on Canvas about how data gathered through different assessments within the FBA support a specified function for each student’s behavior.

Part 3 (28 pts): Using the identified function, respond to prompts on Canvas about a simple contract for Sam and Sara, positive behavioral supports for Sam and Sara, and the method of data collection that will be used to monitor progress. You will create a sample data collection sheet for each student and upload to Canvas.

Part 4 (2 pts): Review your initial plan for intervention. Compare it to your plan submitted for Part 3. Tell about differences between the two and what you learned and will apply in your future classroom. This commentary will be submitted on Canvas.

**CLASSROOM MANAGEMENT SYSTEM:** Students will complete a classroom management module. This will involve differentiating between examples and non-examples of supports, explaining development and implementation of a management system. There are two parts

**Part 1 Expectations and Positive Behavioral Supports (PBS) 20 points**

* Evaluate given expectations
* Describe how you would explicitly teach expectations to students
* Describe positive behavioral supports that would be used in your classroom
* Choice making
* High p request sequence
* Opportunities to respond

Part 2: Tier 2

* Check in/Check out
* Meaningful Work

**Part 3: Group Classroom Management**

* **The Good Behavior Game**
* **Group Contingencies**
  + **Teacher Points, Student Points**
  + **Interdependent**
  + **Dependent**
  + **Independent**

**Part 5: Tier 3**

**Token Economy 30 points**

* Identify the behavior students will display in order to receive tokens
* Answer questions and explain how and why you will identify back-up reinforcers
* Answer questions and explain how you will design
* Answer questions and explain how and why you will operate your token economy
* Explain how your token economy will meet varied behavioral needs

incidental learning/t

**EVALUATION:** Final grades will be based on points assigned through completion and evaluation of course requirements and grades will be assigned on the basis of number of accumulated points, as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Test 1 | 50 points |  |  |  |
| Test 2 | 50 points |  | Grading Scale | |
| Test 3 | 50 points |  | 360-400 = | A |
| Behavior Intervention Project | 50 points |  | 320-359 = | B |
| Classroom Management | 50 points |  | 280-319 = | C |
| Quizzes | 50 points |  | 240-279 = | D |
| Final Exam | 50 points |  | 0-239 = | F |
| Attendance | 50 points |  |  |  |
| **Total** | **400 points** |  |  |  |

Final grades will be determined by the scale above. There will be no rounding of final grades (i.e. 359 points is a grade of B). Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus. No extra credit opportunities will be provided.

**8. CLASS POLICIES:**

***Extra Credit:*** There is an RSED 4010 policy that no extra credit opportunities will be provided outside of the activities and assignments described in this syllabus. Final grades will be comprised of points earned on the activities, tests, and projects described in the syllabus.

***COVID-19 and Social Distancing***

Face coverings are not a substitute for physical distancing. Students shall observe physical distancing guidelines where possible in the classroom, laboratory, studio, creative space setting and in public spaces.

Students should avoid congregating around doorways before or after class sessions. If the instructional space has designated entrance and exit doors students are required to use them. Students should exit the instructional space immediately after the end of instruction to help ensure social distancing and allow for the persons attending the next scheduled class session to enter.

***Face Covering***

In response to COVID-19, and in alignment with Auburn University's Presidential directives, and local, state, and national health official guidelines face coverings are required at all times while on campus, except when alone in a private office. This includes the classroom, laboratory, studio, creative space, or any type of in-person instructional activity, and public spaces. "A “face covering” is defined as a “covering that fully covers a person’s nose and mouth, including without limitation, cloth face mask, surgical mask, towels, scarves, and bandanas.

If a student has a medical exception to the face covering requirement, please contact the Office of Accessibility to obtain appropriate documentation.

***Exposure and Testing Positive for COVID-19***

Students must conduct daily health checks in accordance with [CDC guidelines (Links to an external site.)](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html). Students testing positive for COVID-19, exhibiting COVID-19 symptoms or who have been in direct contact with someone testing positive for COVID-19 will not be allowed to attend in-person instructional activities and must leave the venue immediately. Students should contact the [Student Health Center (Links to an external site.)](https://cws.auburn.edu/aumc/) or their health care provider to receive care and who can provide the latest direction on quarantine and self-isolation. Contact your instructor immediately.

If I am unable to attend our face-to-face portions of the class, we will transition to a fully online course until I am allowed to return. If I become ill or unable to lead the class, a backup instructor will be identified and they will communicate any changes or updates to the course schedule or mode of instruction as soon as possible.

***Attendance:*** Students are expected to attend class and participate in class discussions and activities in the given format. In instances when we are cleared to attend class, attendance involves coming to our classroom with a mask. If you are not cleared to attend class, email the instructor (when appropriate, screen shot your app), watch the recording posted on Canvas before the next class meeting. When we meet using zoom synchronously, attendance involves being present, in view, and contributing to class discussions and activities.

Your health and safety, and the health and safety of your peers, are my top priorities. If you are experiencing any symptoms of COVID-19, or if you discover that you have been in close contact with others who have symptoms or who have tested positive, you should not attend in-person classes. You will not be penalized for such an absence. My hope is that if you are feeling ill or if you have been exposed to someone with the virus, you will stay home to protect others. Please do the following in the event of an illness or COVID-related absence:

* Notify me in advance of your absence
* Keep up with coursework
* Participate in relevant class activities and submit assignments electronically

Finally, if remaining in a class and fulfilling the necessary requirements becomes impossible due to illness or other COVID-related issues, please let me know as soon as possible so we can discuss your options.

***Assignments:*** All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). This includes the use of person-first language (i.e. “child with a disability” rather than “disabled child”). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be of a quality that would be expected of a professional.

***Possibility of Going Remote***

In the event that the University is forced to move to fully online instruction, please be assured that the learning goals and outcomes of the course will not change; however, some aspects of the course will change in terms of the mode of delivery, participation, and testing methods. Those details will be shared via a Canvas Announcement within 24 hours of the announcement that we are going remote. Please be prepared for this contingency by ensure that you have access to a computer and Internet.The tentative plan in this case is for synchronous format using Zoom.

***Zoom Policies***

When we meet on Zoom, your attendance, attention, and participation are expected. Zoom participation requires you to keep your video on and your microphone muted when you are not speaking. Although you may be participating from your domicile, our Zoom meetings are professional interactions. You should dress and behave as you would in a normal F2F classroom. To the extent possible, please minimize distractions in the background. I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic. If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class. I’m happy to consider and provide accommodations, but you will need to be in communication with me.

***Instructor feedback:*** If sent **one week before the due date**, the instructor will provide feedback on any assignment prior to its due date. Email completed draft ([cmd0109@auburn.edu](mailto:cmd0109@auburn.edu)) no later than the **week before the due date** and the instructor will provide suggestions, recommendations, etc. for corrections.

All assignments must be turned in via Canvas the day each are due within the first 10 minutes of the regularly scheduled class time. **No late assignments** will be accepted unless the instructor has received **prior notice of absence** (via phone, email, etc.) that can be verified as a university approved excuse. When prior notice is provided and the student has a university approved excuse upon the day returning to class, he or she will have **one week** from the time he or she returns to class to turn in the assignment.

**NOTE: Any assignments completed and/or submitted that do not comply with the above requirements will be returned and will not be accepted for credit.**

***Exams:*** Arrangements to make up missed major examinations (e.g. hour exams, mid-term exams) due to properly authorized excused absences shall be initiated by the student within one week from the end of the period of the excused absence. Normally, a make-up exam shall occur within one week from the time the student initiates arrangements for it.

***Classroom Behavior and Honesty:*** Students are expected to read and adhere to all classroom polices in the Auburn University Policies site regarding classroom behavior and honesty (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Classroom Behavior: “**Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions… Students have the responsibility of complying with behavioral standards… Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of turn; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence.” (See Auburn University Policy Site <https://sites.auburn.edu/admin/universitypolicies/default.aspx>).

**Honesty Code**: The University Academic Honesty Code and the University Policy Site Regulations pertaining to Cheating will apply to this class (<https://sites.auburn.edu/admin/universitypolicies/default.aspx>). The Auburn Academic Honesty Code is found in both the University Policy Site and the Student Government Association’s Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g. tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

***Accommodations:*** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with office hours, an alternate time can be arranged. To set up this meeting, please contact your supervisor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

***Student Academic Grievance Policy:*** The purpose of this university policy is to “resolve academic grievances of students, which results from actions of faculty or administration. This resolution should be achieved at the lowest level and in the most equitable way. The burden of proof rests with the complainants.” See University Policy Site for steps toward redress <https://sites.auburn.edu/admin/universitypolicies/default.aspx>.

***Confidentiality:*** Respect family rights to privacy, the identity of children and families will be confidential.

***Contingency Plan:*** In the unlikely event that either instructor(s) or students are unable to attend class due to serious infectious illness (documentation required), assignments and will be made available on Canvas for completion or submission.