SPED 5007: Behavior Management & Classroom Organization for Individualized Needs of Special Learners

1. **Course Description:** This course focuses on methods and techniques for effective behavior management and classroom organization to meet the unique needs of students with exceptionalities. Legal, philosophical, and cultural issues are presented. Application of Functional Behavioral Assessments (FBAs) for special learners are incorporated utilizing Positive Behavioral Supports (PBSs) to develop a Behavior Intervention Plan (BIP) as supported through field based experiences.
2. **Form and Hours:** This course incorporates discussion, lecture, presentations, role-play, research, and behavior and classroom management in authentic environments. Candidates earn 3 hours credit and participate in 25 hours of field experience.
3. **Late Assignments** – A 10% penalty per day will be deducted for late assignments. No credit will be given for assignments one week late. If you have extraordinary circumstances, please contact me via email to let me know.
4. **Course Objectives, Outcomes and Standards**

Objectives This course is designed to enable the candidate to:	Assessment Strategies (Below)	CAEP Standards	INTASC	CEC Standards
1. Demonstrate understanding of the legal, philosophical and theoretical issues related to educating all students.	1	1.1	1, 4	6
2. Demonstrate understanding of effective collaboration with teachers, parents, students as related to developing a classroom management plan for a class and a Functional Behavioral Assessment (FBA) for a target student.	1,3,4	1.1	4, 10	5,,6,7
3. Demonstrate understanding of multicultural and equity issues as they impact education of students with exceptionalities.	1,3	1.1	2, 4	1,2
4. Identify communally accepted social skills of students and discuss how they affect organizational and instructional planning as evidenced by creating abridgement documents on selected controversial issues in classroom management.	2	1.3	5	1,2,6,7
5. Identify effective teaching, motivation, learning style, and behavior management strategies to accommodate special learners and behavioral needs.	1,6	1.3	5	1,2
6. Access resources to include Positive Behavioral Supports and Intervention s (PBIS) to increase knowledge base to meet student and teacher needs.	6	1.3	7	
7. Conduct a Functional Behavioral Assessment (FBA) for one student to address all relevant	6	1.3, 1.4	5, 7, 8	2,4,6,7

settings (school, home, neighborhood recreational facilities, church etc.) using appropriate variety of Observation techniques for data collection.				
8. Identify and utilize strategies for dealing with classroom routines, transitions, scheduling, grouping and develop a comprehensive classroom organization plan.	6	1.3, 1.4	8	5
9. Write and implement an IEP to include a specific Behavior Intervention Plan (BIP) for a target student based on a FBA and produce a Written Commentary of its effects on student behavior in groups and/or environment.	5,6	1.4	8	1,2,3,4,5,6,7

A. **Form:** This online course incorporates discussion, lecture, presentations, simulations, research, and behavior and classroom management in authentic environments. Field-Based Hours: 25.

B. **Assessments: All assessments are individually scored with an assessment rubric.**

1. Achieve an 80% average for two multiple format written exams Knowledge Exams applying understanding of course content.
2. Complete 2 Article Reviews.
3. Complete Multimedia Presentations on Behavior.
4. Create a Behavior Glossary.
5. Identify communally accepted social skills of students. By creating abridgement documents on selected controversial issues in classroom management the candidate will discuss how different communal social skills affect organizational and instructional planning.
6. Participate in a Parent Conference to demonstrate knowledge, skills, and dispositions of effective collaboration with teachers, parents, students as related to developing a classroom management plan for a class and a Functional Behavioral Assessment (FBA) for a target student. A follow-up activity a written reflection of the conference.
7. Write and implement an IEP using Identified strategies for dealing with classroom routines, transitions, scheduling, grouping and develop a comprehensive classroom organization plan.
8. The culminating project for candidates in SPED 5007 is to develop a comprehensive classroom organization plan and a specific Behavior Intervention Plan (BIP) for a target student based on an FBA. The Plan is to include: Statement of his/her personal philosophy, Indication of behavioral theories/theorists on which behavior management plan is based, Explanation of how candidate intends to deal with learner diversity (gender, culture and academics), Rules/Consequences, Strategies for encouraging parent participation, Strategies for establishing classroom resources to include Positive Behavioral, Supports (PBIS); Explanation of how candidate will establish a positive classroom climate, A Written Commentary of Comprehensive classroom organization plan's effects on students' behavior in groups and/or environment, Functional Behavioral Assessment (FBA) for one student to address all relevant settings (school, home, neighborhood recreational facilities, church etc.), IEP to include a specific Behavior Intervention Plan (BIP) for a target student

based on the FBA, Detailed behavior support interventions; A Written Commentary of effects of the BIP on target student's behavior in groups and/or environment.

C. **Primary Empirical Base** Council or Exceptional Children (2012). *What Every Special Educator Must Know: Ethics, Standards, and Guidelines for Special Education, 5/E.;* Belvel, Patricia S. and Jordan, Maya M. (2003). *Rethinking classroom management: Strategies for prevention, intervention, and problem solving.* (2nd ed.); Glasglow, Neal A. and Hicks, Cathy D. (2003). *What successful teachers do*. (3rd ed.); Cangelosi, J. (2004). *Classroom Management Strategies;* Council for Exceptional Children: (2009) *Functional Behavioral Assessment and Behavior Intervention Plans* Essential collaborative consultation competencies for regular and special educators. *Journal of Learning Disabilities, 28,* 56-63. Hallahan, & Kauffman 2000;

D. **Resources and Materials:** Text: The textbook adopted for this course is: Text: Jones, Vernon F. & Jones, Louise S. (2015). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems.* Other major resources include: www.doe.state.la.us;   www.ed.uiuc.edu/SPED/dcdt/;   http://www.nichcy.org; www.CEC.SPED.org; Burke, K. (2000). *What to do with the kid who…* (2nd ed.). Arlington Heights, IL: Skylight; Kauffman, J. M, Mostert, M. P., Trent, S. C., & Hallahan, D. P. (2002). *Managing Classroom Behavior: A reflective case-based approach* (3rd ed.) Boston: Allyn and Bacon; LDE Bulletin 1508 (Students must obtain a copy); Hallahan & Kauffman (1997) *CNN: Inclusion Law* and *Snapshots* Video Series; Web site resources (e.g., http://behavioradvisor.com; http://cec.sped.org).

E. **LiveText:** LiveText is required for this course. LiveText is offering a two-year membership that includes Field Experience. The updated link to purchase this special ULM two-year membership is https://www.livetext.com/misk5/c1/purchase/special/ULM-fem-2yr.

Grading Scale: 90 - 100 = A; 80 - 89 = B; 70 - 79 = C.

VI.   CLASS POLICIES AND PROCEDURES

All policies stated in the current ULM Student Policy Manual & Organizational Handbook (http://www.ulm.edu/studentpolicy/) will be followed. Be sure you are familiar with these policies. In addition to university policies, the following classroom policies include those listed below:

A. **Online Course Requirements:**

Attendance: Students must log on to the course at least 4 out of every 5 days each week for the purpose of reading postings, uploading assignments, etc. You cannot complete all the requirements for the course by only logging on to get the assignments and posting them when they are done. This is an interactive course.

Participation: In order to earn points for participation students must complete required activities as listed in the course syllabus, such as answering discussion questions, problems, etc. Specific points for each of these activities will be earned. A list of points is provided in the course syllabus.

C. Make-up Policy: Students will be allowed to make-up tests or exams because of serious illness, accident, or death in the family. Students are responsible for the effect absences have on all forms of evaluating course performance. Thus, the student is responsible for arranging the allowed make up of any missed work. (http://www.ulm.edu/studentpolicy/, p. 9-10). In this class, you must make arrangements to make-up missed work either in advance or within 7 days from absence. ***Given the short time frame for this course, absences and make-up work should be rare! Make up work will be allowed for those absences as described in the student policy manual. Class participation cannot be made up.***

D. Academic Integrity: Students must observe the ULM published policy on Academic Dishonesty (see Page 4 in ULM Student Policy Manual--http://www.ulm.edu/studentpolicy/.

E. Course Evaluation Policy: Students are expected to complete the online course evaluation at the end of the semester/course.

F. Student Services: ULM offers the following student services to assist students in a variety of ways:
  a. Student Success Center (http://www.ulm.edu/cass/
  b. Counseling Center (http://www.ulm.edu/counselingcenter/
  c. Special Needs (http://www.ulm.edu/counselingcenter/special.htm)
  d. Student Health Services (http://www.ulm.edu/studentaffairs/

G. Emergency Procedures: N/A online course.

H. *THIS SYLLABUS IS SUBJECT TO AMENDMENT DURING THE COURSE.*

Technical Requirements During ERI (for Face-To-Face Courses)

During a period of emergency remote instruction, the need for the course to continue in a virtual manner means that you will be required to have appropriate equipment, software, and telecommunication access to allow you to participate. This course will require that you have the following, should we have to go into ERI:

[Internet Access, Computer, Microsoft Word]

Technical Requirements (for Hybrid and Online Courses)

The normal delivery method for this course requires instructional materials and interactions remotely. Because of this, all students will be expected to have the appropriate equipment, software, and telecommunication access. For this course, these are:

[Internet Access, Computer, Microsoft Word]

COVID-19 Symptoms and Testing (for Face-To-Face and Hybrid Courses)

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The COVID-19 pandemic has disrupted every aspect of daily life. Returning from the nationwide shutdown in the spring of 2020 continues to involve a phased approach within which various protocols and procedures for handling the virus and its rates of infection are established. One aspect of this is testing and contact tracing for those individuals who develop symptoms of COVID-19. Information on what you are required to do should you develop symptoms or test positive for COVID-19 can be found at:

https://www.ulm.edu/safety/student_positive_test/index.html

In the event that one or more individuals in a course are diagnosed with COVID-19, contact tracing will be done to determine the potential exposure to other individuals in the class. If classmates remained socially distanced and wore face masks/face shields,and did not remain in contact with the individual for longer than 15 minutes outside of the classroom, only the individual will have to quarantine. If classmates did not adhere to the mitigation efforts, a potential outcome of this tracing might be a recommendation that the members of the class quarantine for a period of time. If this happens, the course will go into emergency remote instruction during that time period.

Federal Regulations require *determination and verification of every students' physical location while enrolled in classes (where they are physically located while taking classes), regardless of the delivery method (on campus, online). At the beginning of every semester and whenever physical location changes, students must update or verify their current location through banner https://ssbprod.ec.ulm.edu/PROD/bwgkogad.P_SelectAtypUpdate. Students should do this by the end of the first week of classes.*

This course may be/is a major requirement for the MED degree (e.g., B.S.) in CIL (e.g., Radiologic Technology). Completion of degree requirements leads to eligibility for professional licensure and/or certification in Louisiana upon graduation. Federal Regulations require universities to provide information to students about the alignment between Louisiana's requirements and those of other states. ULM has created a web page with discipline-specific information containing hyperlinks to Licensure Boards in the United States https://www.ulm.edu/professional-licensure-disclosures/index.html. Program Directors and/or faculty will discuss this information with you during advising or other program meetings but is also available to answer questions and address any concerns you might have. It is also important to note that licensure or certification requirements are subject to change. Although ULM Program Directors annually review and update licensure information for every state, the faculty recommends that before enrolling in a program and throughout enrollment, students communicate with the applicable state board to confirm understanding and whether upon completion of ULM's program, they will meet requirements.

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