

**AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
Department of Educational Leadership, Counseling, and Special Education
SPECIAL EDUCATION PROGRAM**

**SPED 4003
CLASSROOM MANAGEMENT (3-0-3)
3 SEMESTER HOURS**

Professor: Dr. Lori Anderson
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Office Hours: M, N-4 p.m. and T-W, 1-4 pm
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Class Time: Tues., 5-7:45 p.m.
Location: UH 347

TEXTBOOKS AND READINGS

Darch, C.B. and Kame'enui, E.J. (2004). *Instructional classroom management: A proactive approach to behavior management*. Upper Saddle River, NJ: Pearson. ISBN: 0-13-013993-9

COURSE DESCRIPTION

This course is designed to assist the student in the development of the knowledge, skills, and attitudes required to assess, plan, and implement successful behavior management programs and strategies in the classroom. The creation of a positive classroom atmosphere in which students will learn and make behavioral choices is stressed. The development of a behavior change plan from observations in a practicum setting is a requirement. 30 hours of field experience is required.

LIVETEXT

All students admitted to degree programs in the College of Education are required to purchase *LiveText* software through the ASU bookstore. *LiveText* is an electronic, web-based data management service that allows students and faculty to create, store, and publish documents online using a word-processing format. All students will upload assignments, their portfolio, and other required documents into *LiveText*. *LiveText* works better with the Mozilla Firefox browser rather than Internet Explorer. Students may Google Mozilla Firefox and download it to their computers.

COURSE OBJECTIVES

Upon successful completion of SPED 4003, students will meet a common core of knowledge and skills essential for special educators in the area of classroom management by demonstrating the following competencies:

1. Describe and explain legal and ethical issues relevant to the behavior management process and develop a personal philosophy of behavior management.
2. Demonstrate the ability to observe, operationally define, and assess target behaviors.
3. Examine and describe various behavior management techniques that increase and decrease target behaviors, including applied behavior analysis, psychodynamic, and ecological approaches.
4. Plan and implement a behavior management program that enhances the academic and social functioning of a student with disabilities

5. Demonstrate the ability to use computer-based programs for data collection and graphing baseline and intervention phases of a behavior management project.
6. Describe various approaches for maintenance and generalization of positive behaviors across settings.
8. Describe diverse cultural influences and the effect of variations in beliefs, traditions, and values across cultures upon understanding and managing behavior.
9. Describe strategies for home/school collaboration and community involvement in positive behavior changes.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES

The preparation of educators is the most critical of all professions, without educators there are no other professions. The professional educator is the key element in the learning process. Building on the key elements of the professional educator, the Conceptual Framework of the unit of Augusta State University consists of a vision and mission with an overarching theme to produce **prepared, able, and responsive** professionals to teach diverse learners.

This vision and mission is a shared responsibility between campus colleagues, public school practitioners, and involved community agencies requiring the partnership of the entire education unit including the College of Education, the College of Arts and Sciences, and the local community educational system and the Partner School Network.

Element: Prepared (PD)

P1: Demonstrate strong content and pedagogical preparation in their respective subject area or professional field.

P4: Possess an understanding of the central concepts, tools of inquiry, and structures of the discipline(s) or their professional field of study and be able to create learning experiences that enable all students to learn.

P5: Understand how students learn and develop (intellectually, socially, and individually) and be able to provide developmentally appropriate learning opportunities and support for these opportunities.

P6: Demonstrate knowledge of how to implement effective verbal and nonverbal information and technology techniques to foster active inquiry, collaboration, and supportive interaction in educational settings.

Element: Able (AD)

A1: Understand, use, and support a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.

A2: Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation for all learners.

A3: Plan, guide, and support instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.

A4: Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

A5: Ability to teach and work in authentic settings with diverse populations of learners

Element: Responsive (RD)

R1: A respect for the dignity of all persons. All children can learn and have the right to an opportunity to do so.

R2: Preparation in the subject area(s) to be taught or the professional field of study must be accompanied by the skill and dispositions to translate knowledge into creating and supporting meaningful experiences for diverse learners

R3: Understanding of how students differ in their approaches to learning and demonstrate the commitment for meeting their educational needs in fair, caring, nondiscriminatory, and equitable manners.

R4: Ability to be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally

R5: Fostering of relationships with school colleagues, parents, and agencies in the larger community to support the learning and well-being of all students.

PROGRAM-SPECIFIC STANDARDS ADDRESSED IN THIS COURSE

CEC Standard #1: Foundations

- ICC1K1 Models, theories, philosophies, and research methods that provide the basis for special education practice
- GC1K8 Principles of normalization and concept of least restrictive environment
- GC1K9 Theory of reinforcement techniques in serving individuals with disabilities

CEC Standard #2: Development and Characteristics of Learners

- ICC2K2 Educational implications of characteristics of various exceptionalities
- GC2K1 Etiology and diagnosis related to various theoretical approaches

CEC Standard #3: Individual Learning Differences

- ICC3K1 Effects an exceptional condition(s) can have on an individual's life
- ICC3K5 Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences
- GC3S1 Relate levels of support to the needs of the individual

CEC Standard #4: Instructional Strategies

- ICC4K1 Evidence-based practices validated for specific characteristics of learners and settings
- ICC4S1 Use strategies to facilitate integration into various settings
- ICC4S2 Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs
- ICC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- ICC4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments
- ICC4S5 Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem
- GC4K3 Advantages and limitations of instructional strategies for individuals at-risk for a disability
- GC4K4 Prevention and intervention strategies for individuals at-risk for a disability

- GC4S1 Use research-supported methods for academic and non-academic instruction of individuals with disabilities
- GC4S2 Use strategies from multiple theoretical approaches for individuals with disabilities

CEC Standard #5: Learning Environments and Social Interactions

- ICC5K2 Basic classroom management theories and strategies for individuals with exceptional learning needs
- ICC5K3 Effective management of teaching and learning
- ICC5K5 Social skills needed for educational and other environments
- ICC5S2 Identify realistic expectations for personal and social behavior in various settings
- ICC5S5 Modify the learning environment to manage behaviors
- ICC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments
- ICC5S10 Use effective and varied behavior management strategies
- ICC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- GC5S4 Teach individuals with disabilities to give and receive meaningful feedback from peers and adults
- GC5S5 Use skills in problem solving and conflict resolution
- GC5S6 Establish a consistent classroom routine for individuals with disabilities

CEC Standard #9: Professional and Ethical Practice

- ICC9K4 Methods to remain current regarding research-validated practice
- ICC9S1 Practice within the CEC Code of Ethics and other standards of the profession
- ICC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional
- ICC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of individual with exceptional learning needs
- ICC9S7 Practice within one's skill limit and obtain assistance as needed
- ICC9S9 Conduct self-evaluation of instruction
- ICC9S11 Reflect on one's practice to improve instruction and guide professional growth
- ICC9S13 Demonstrate commitment to engage in evidence-based practice

CEC Standard #10: Collaboration

- ICC10K3 Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns
- ICC10S1 Maintain confidential communication about individuals with exceptional learning needs
- ICC10S3 Foster respectful and beneficial relationships between families and professionals
- ICC10S7 Model techniques and coach others in the use of instructional methods and accommodations
- GC10K1 Parent education programs and behavior management guides that address severe behavior problems and facilitate communication for individuals with disabilities

GC10S4 Collaborate with team members to plan transition to adulthood that encourages full community participation

METHOD OF INSTRUCTION:

FIELD EXPERIENCE REQUIREMENTS

30 hours (6 hrs per week for 5 weeks) of observation and participation with students with disabilities in an applied classroom setting are required. After completing the first week of field experience observation (6 hrs), you will confer with your supervising teacher and select a student who exhibits *either* a social *or* an academic behavior that needs remediation. Upon returning to the lab setting, you will collect data and plan a behavior change project based upon peer-reviewed research that includes keeping a record of the behavior, and designing, implementing, and evaluating a behavior change program.

Specific lab and other assignments will be explained by the professor each semester and may include the following: professional research and report writing, observation of classrooms for students at risk or with disabilities; interviews of teachers and administrators regarding school and district policies on pre-referral procedures, modifications, accommodations, and interactions (positive or negative) between students and teachers; assessments and case studies of students to include collection of background information, comprehensive educational assessment, evaluation of data, and/or IEP development and/or collaboration.

During your lab experience, you will also be cognizant of techniques and strategies for behavior management used by your supervising teacher. You will record and reflect upon these observations in your lab journal. Keep a journal record of each activity completed in your field experience, notated by day and date. The entries should be written as soon as possible after the activity is completed and typically should include:

- (1) The type of activity and the reason for assisting this student
- (2) What you did and how the student responded
- (3) A sentence indicating if the activity was successful, and if not, what changes might help to make it so.

Include any other information or critical incidents that you think are relevant or interesting.

Journal Entry Example:

Monday, March 5, 2001:

Tutored John R. in math. He often has trouble recalling multiplication facts. We practiced the 6-8 tables orally, and used some memory techniques to help him with recall. He made some progress on 6s, but will need more practice on 7s and 8s. We should probably take one set per day rather than combining different tables. He needs to use concrete prompts for now... John is working hard to succeed in school, and told me he is glad he is "not down in the basement anymore," referring to his former self-contained/resource room settings.

COURSE SCHEDULE:

Sess.	Day	Date	Topic	Chap.	Ass't. Due
1	Tues	8-18	Course Overview & Writing Requirements		
2	Tues	8-25	Instructional Context <i>Discuss Group Contingency Plan & FBA process</i>	1	
3	Tues	9-1	Theory to Practice	2	<i>Gr. Cont. topic due</i>
4	Tues	9-8	Classroom Management – Conceptual Framework	3	
5	Tues	9-15	Classroom Management – Temporal Framework	4	
6	Tues	9-22	LAB – No Class - Midterm Study Guide Online		
7	Tues	9-29	Assessing Classroom Management	5	1. FBA stud't 2. Journal 3. <i>Gr. Cont. Report</i>
8	Tues	10-6	MIDTERM – CHAPTERS 1-5 & LECTURE		MIDTERM
9	Tues	10-13	Reinforcement/Motivation & Social Skills <i>Discuss FBA Interviews, Data Chart, & Behavior Intervention Plan</i>	6-7	
10	Tues	10-20	LAB – No Class		
11	Tues	10-27	LAB – No Class		
12	Tues	11-3	LAB – No Class		Journal
13	Tues	11-10	LAB – No Class		<i>FBA Draft Due Online</i>
14	Tues	11-17	Behavioral Extinction & Other Strategies <i>Discuss Classroom Management Plan</i> <i>Discuss FBA Interviews, Observations, & Hypotheses</i>	8-9	1. Journal 2. FBA Obs. Forms 3. FBA Interviews
15	Tues	11-24	School-Wide Discipline Systems Final Study Guide Online Classroom Management Plan Due	10	Group Presentation Due
16	Tues	12-1	FBA Presentations & Final Exam Review		FBA Report
17	Tues	12-8	Final Exam – Chapters 6-10 & Lecture		

PERFORMANCE ASSESSMENT:

ASSIGNMENT DESCRIPTIONS

FUNCTIONAL BEHAVIOR ASSESSMENT

You will conduct a classroom-based assessment of the function (i.e., attention or escape) of a student’s problem behavior. You will conduct 3 assessments (1 indirect and 2 direct measures) as listed below. Using data from the 3 measures, formulate your hypothesis regarding the function of the target behavior. Write a report (i.e., 5 text pages, plus a title page, abstract, references, and appendix) that:

- Operationally defines the target behavior
- Summarizes the assessment results and triangulates the data
- Reports the hypothesized function of the behavior based on assessment results
- You should also include RESEARCH-BASED recommended intervention strategies for
 - ✓ a) reducing the problem behavior **and**
 - ✓ b) increasing pro-social behavior

- Include the interview data as an appendix
- Graph the results of your data collection (include as an appendix)
- Present your process and results to the class in a 10-15 minute Power-point presentation

GROUP CONTINGENCY PLAN

You will design and implement one group contingency plan for a common classroom occurrence (i.e., talking out without raising hand, talking while lining up, etc.). Contingencies should be approved by your cooperating teacher and delivered according to classroom contract as soon as the class goal has been reached. Contingencies may include “big” items such as pizza parties or Friday afternoon videos (with teacher and administrative permission) or “small” items such as extra recess time. As this is a group contingency, it is administered to the entire class for the achievement of a whole-class goal (such as a certain number of “caught being good” tickets in a jar). Do NOT exclude individuals from the group contingency or hold the contingency “hostage” based on the behavior of individual students.

Collect and chart baseline, intervention, post-intervention, and generalization data. Write up your results in a 3-5 page report (plus a title page, abstract, references, and charts). Your report should outline how you decided on the target behavior (e.g., with teacher? class decision?). What was the nature of your classroom contract? What was the goal? What did students need to do to achieve the goal? How did they know where they were each day (regarding the goal) or when they had met it? What was the reward? What happened to classroom behavior as a whole (or as individuals) as the class worked toward the reward? Immediately after achieving it? How long did behavior changes maintain? Please provide charts to document the actual behavioral occurrence. Please do NOT use general, global terms such as “improved,” “worsened,” etc. Please specify both the behavior and its occurrence in measurable, observable terms (i.e., *talkouts declined from 10 per hour to 2 per hour*).

CLASSROOM MANAGEMENT PLAN (group project)

Each group will design a classroom management plan. This plan should include:

- 1) daily classroom organization and routines
- 2) instruction in appropriate behavior
- 3) rewards for on-task and pro-social behavior
- 4) classroom rules, the procedure by which you decide upon them, and how they are posted/taught/reinforced
- 5) consequences and remediation for behavioral infractions
- 6) accommodations for students with disabilities
- 7) an intervention plan for mild and serious behavior problems
- 8) a social skills instruction plan

Each group will present this plan to the class in a 15-20 minute Powerpoint. You will also hand in a group report (1 for each group) outlining the different components of your classroom management system that lists the group members responsible for each section. Include a title page, abstract, and reference page with 3-5 peer-reviewed references. You may also wish to include an appendix. Be sure to save an electronic copy of this plan to eventually upload to your e-portfolio.

GRADES (500 points total)

- | | |
|------------------------------|-------------------|
| 1. Tests | (100 points each) |
| 2. Group Contingency | (50 points) |
| 3. FBA Report | (100 points) |
| 4. FBA Presentation | (50 points) |
| 5. Classroom Management Plan | (100 Points) |

GRADING SCALE (%)

100-90: A 89-80: B 79-70: C 69-60: D < 60: F

OTHER IMPORTANT INFORMATION:**ASSIGNMENT REQUIREMENTS**

All written assignments should be grammatically correct and strictly adhere to APA-format. Written reports should be well-organized and error-free. **Please carefully proof and correct your own papers** before submitting. Clear guidelines and examples for APA, 5th edition can be found at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

I do not accept late assignments. Please plan your work accordingly.

I do not give Incompletes. A grade of Incomplete for the course will only be considered under *documented extraordinary* circumstances or events *not due to a student's own negligence* that prevent completion of specific assignments. Please plan your schedule accordingly. All students are responsible for all material presented in class, whether or not they attend the session, regardless of the reason for their absence.

Academic Honesty

Students are expected to read and strictly adhere to the entire Academic Honesty policy found in the 2009–10 *Augusta State University Catalog*. In part, the policy reads:

Academic honesty requires the presentation for evaluation and credit of one's own work, not the work of others...Plagiarism is the failure to acknowledge indebtedness. It is always assumed that the written work offered for evaluation and credit is the student's own unless otherwise acknowledged. Such acknowledgement should occur whenever one quotes another person's actual works, whenever one appropriates another person's ideas, opinions, or theories, even if they are paraphrased, and whenever one borrows facts, statistics, or other illustrative materials unless the information is common knowledge. (p.43)

Pipeline Accounts

Students are encouraged to check their Pipeline accounts daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. Students are encouraged to check their Pipeline account daily. Students are responsible for any assignments or deadlines sent to them via Pipeline. If you have trouble accessing your Pipeline account, you should contact Information Technology Services at 737-1676. Computers and printers are available free of charge in computer labs throughout campus as well as the library and campus Internet cafes for students who do not have access from a home computer.

Department of Educational Leadership, Counseling, and Special Education Website

Students are invited to visit the departmental website at: <http://www.aug.edu/clinical>. A variety of forms, some interactive, may be downloaded from the website. There are also newsletters, registration information and announcements which students will find useful. Most forms are in Adobe Acrobat. All campus computers have Adobe Acrobat Reader installed and students can download Adobe Acrobat Reader for their home computer at no charge from: <http://www.adobe.com/products/acrobat/>

Cell Phone & Pager Policy

The use of cell phones for calls, text messaging, or other tasks is prohibited in class.

Writing Center

You may contact the ASU Writing Center (737-1402) for help with developing and improving composition skills. If you would like additional help with writing or with learning APA style, inform the class instructor.

The Writing Center sometimes offers Writing Workshops to help students develop and improve composition, writing style skills, and use of APA style. Students who attend will be required to bring an assignment draft, a completed self-check style rubric, and the APA Publication Manual. See your instructor for details and dates. You may also contact the ASU Writing Center (737-1402) for further help with developing and improving composition skills.

Students with Disabilities

Students with disabilities who are registered with the Office of Disability Services should schedule an appointment with the instructor before the third week of class to discuss academic accommodations. If the student does not initiate this meeting, it is assumed no special accommodations or modifications will be necessary to meet the requirements of this course. You may make an appointment by calling the Counseling and Testing Center (706) 737-1471 or visit their office located in the Quadrangle, next to Fanning Hall (Business Office).

Student Safety

Student safety is of primary importance. Students leaving classes late in the evening are encouraged to stay in groups of two or more and to report all suspicious behavior or persons to the ASU Office of Public Safety (emergency number 706-729-2911; non-emergency 706-737-1401). Emergency telephones are located in the University Hall parking lot and various other locations on campus.

BIBLIOGRAPHY

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WEBSITES

All the Best Answers for the Worst Kinds of Problems <http://www.youthchg.com/@hottop.html>

Art of Teaching <http://www.teachervision.fen.com/lesson-plans/lesson-5806.html>

ProTeacher <http://www.proteacher.com/030000.shtml>

Strategies for Classroom Management <http://osi.fsu.edu/waveseries/htmlversions/wave3.htm>

You Can Handle Them All www.disciplinehelp.com

Can Teach www.canteach.ca/elementary/classman.htm/

Classroom Management http://www.temple.edu/CETP/temple_teach/cm-intro.html

Dr. Mac's Amazing Behavior Management Advice Site
<http://www.counselorandteachertips.com/behaviormanagement.htm>

Teachnet www.teachnet.com/how-to/manage

Tips for the New Special Education Teacher <http://www.pacificnet.net/~mandel/specialeducation.html>