



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

COURSE TITLE:

Behavior Management for Exceptional Students

COURSE NUMBER:

EEX 3604

COURSE DESCRIPTION (with prerequisites):

This course is designed to prepare exceptional student education teachers for the management of exceptional students in the special education K-12 classroom. The emphasis of this course will focus on behavior management, functional behavior assessments and behavior intervention plans, conflict resolution, social skills training, positive behavioral supports, and consultation for inclusive settings. 3 semester credit hours.

NAME(S) OF INSTRUCTORS:

Missy Mitchell
mitchellm@chipola.edu

EFFECTIVE ACADEMIC YEAR:

2016-17

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:

Behavior Management: Positive Applications for Teachers, 7th ed., 2016. Zirpoli, Thomas. ISBN:9780133917901

Required: LiveText student membership, Field Experience Edition, ISBN: 9780979663567

Appropriate dress for field experience: black slacks and School of Education polo (Polos are available in the campus bookstore.)

GRADING POLICY:

The standing of a student in each course is expressed by one of the following letters and corresponding grading system:

A – 90 – 100

B – 80 – 89

C – 70 – 79

D – 60 – 69

F – 59 or less

The Chipola Catalog provides policies and procedures regarding the grading system. A student's Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:

Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

MAKE-UP POLICY:

Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

ACADEMIC HONOR CODE POLICY:

Students are expected to uphold the Academic Honor Code. Chipola College's Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

STUDENTS WITH DISABILITIES POLICY:

Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola's goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:

Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran's status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

LIBRARY AND ON-LINE REFERENCE MATERIALS:

The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the *LINCCWeb* icon on the Chipola Library website at www.chipola.edu/library. If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.

TECHNOLOGY RESOURCES:

The college’s learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The **Technology Center**, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:

- E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
- E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.

- E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
- E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
- E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
- E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

LINKING COURSE-LEVEL STUDENT LEARNING OUTCOMES WITH DISCIPLINE-SPECIFIC COMPETENCIES, ASSESSMENT METHODS, AND ARTIFACTS					
STUDENT LEARNING OUTCOMES FOR EEX 3604 The student will:	Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Subject Area ESE K-12	Professional Ed.	
Identify state and federal laws and ethical principles that influence and impact behavior management.					Exam - T
Identify strategies to create safe and healthy academic learning environments.					Exam - T
Conduct functional behavioral assessments on a student and utilize the information to develop a behavioral intervention plan.		E-2, E-4 2.8 4.1			Task CC9A - RU
Identify positive behavior supports and how to apply these practices to effective collaboration with students, parents, support staff, faculty, and administration.		E-2 2.6			Task CC9A - RU
Identify methods and protocol for dealing with crisis situations.					Exam - T
Complete a behavior change project to target a specific behavior problem of a student he/she is working with in the school setting.		E-1, E-2 1.5 2.1 2.2 2.8			Task CC9A - RU
Identify and develop a contingency contract for a student.		E-3 3.9			Task CC9A - RU
Complete research on a specific disorder and prepare a formal presentation on the		E-2, E-5 2.5			Research Paper &

findings to the class.		5.4			Presentation - RPT
Develop a data sheet to monitor and assess student behavior with focus on intensity, frequency, and duration.		E-1, E-3 1.5 3.10			CC9A - RU
Participate in weekly class discussions about case studies, current trends, and issues involving students with emotional and behavioral disabilities.					Class Participation - SD – Exam T

****Assessment Codes**

T = Tests Pre/Post = Pre- and Post-Tests OT = Objective Tests UT = Unit Tests Q = Quizzes F = Final Examination CF = Cumulative Final EX = Departmental Exam SE = Nat'l or State Standardized Exam	RPT = Report/Presentation SP = Skills Performance SD = Skills Demonstration W = Writing Assignments E = Essays DE = Documented Essays RP = Research papers J = Jury R = Recital	Proj. = Projects Exp. = Experiments Cap. Proj. = Capstone Project Cap. Course = Capstone Course Prac. = Practicum Intern. = Internship H = Homework PS = Problem Solving DB = Discussion Board	BO = Behavioral Observation Clin. = Clinicals CS = Case Study CP = Case Plan Port. = Portfolio Obs. = Teacher Observation Sk. Check = Skills Check-off Curriculum Frameworks JP = Judged Performance/Exhibition
---	--	---	--

MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (Canvas) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K – 12 schools.
6. Collaborate with peers and other professionals.

ASSIGNMENT AND/OR COURSE OUTLINE

Students MUST wear black slacks and a School of Education polo to all PK-12 campuses. The shirts are available at the campus bookstore for student purchase.

All Tasks and Assignments are due at the beginning of class unless otherwise specified by the instructor. Work not submitted at the time the instructor collects will be considered late and will receive a zero (0) for the grade. Late Tasks (not Major Assignments) may be submitted within one calendar week of the due date for demonstration purposes only, but the zero (0) grade will remain.

A task judged as “partially demonstrated” or “not demonstrated” may be resubmitted for the purpose of demonstrating the accomplished practice indicator. Resubmissions must be received within one calendar week (unless otherwise specified) from the time the task is returned to you by your instructor. The original grade will be used when calculating the course average. Points will not be added for resubmission, and will not be deducted if the resubmission is completed within the designated time allowed.

No grade will be given for the course until all tasks have been successfully demonstrated.

No grade for the course will be given until acceptable reflections for all tasks are submitted.

ASSIGNMENT SCHEDULE:
<p><u>Exams:</u> Midterm and Final</p> <p><u>Major Assignments:</u> Presentation of Research Topic</p> <p><u>Tasks:</u> Task CC9A: Behavior Change Project</p>

Major Assignment – Presentation of Research Topic

Description:

The student will research and present on a topic in the field of special education relative to the characteristics of emotionally and behaviorally disordered children and youth.

The student will provide the instructor with an outline one week prior to the presentation date. The student will provide the instructor with all copies of any handouts used during the presentation, as well as a reference page of resources utilized to develop the presentation and research background information.

Details:

The student will include the following **8 components** in his/her presentation:

- Definition
- Characteristics
- Prevalence
- Causes (organic and environmental)
- Interventions/Treatment
- Placement Options
- Educational Strategies and Approaches for Teaching this population
- Current Issues and/or Trends affecting this population

***The student's presentation must include an opener to motivate the learner, state goals and objectives for the presentation, provide content knowledge to the class, discuss a current issue or trend affecting this population based on current research and/or publications, incorporate technology and/or other educational tools to cover strategies that work for this population, and include an informal assessment to check for student learning. The presenter will also develop a handout with resources, organizations, websites, etc. that are relevant to this population and include it with any other handouts given. **The presenter will provide all members in the class a copy of all handouts used during the presentation.**

Task CC9A: Behavior Change Project

Description:

The student will complete a behavior change project which includes shadowing a student from his/her field placement, monitoring student behavior, collecting data to create a baseline, completing a functional behavior assessment, developing an intervention plan, and creating a student-teacher contingency contract.

Directions for Development of Project:

1. Select a student to shadow for 3 weeks (plan with cooperating teacher).
2. Write a profile on this student (include no names).
3. Plan with cooperating teacher to target a specific behavior that needs changed.
4. Collect data (for 3 weeks) on target behavior and complete scatter plot.
5. Analyze data to formulate a “mock” functional behavior assessment (FBA).
6. Use the “mock” FBA to develop a “mock” behavior intervention plan.
7. Create a student-teacher contingency contract.
8. Initiate the contingency contract and continue to collect data for 3 weeks.
9. Analyze the results/outcomes of the data collected.
10. Determine if the contingency contract and intervention plan is effective, if not, determine what components need adjusted.
11. Complete write-up of any adjustments made to the plan.
12. Complete a write-up of the overall effectiveness of the behavior change project.
13. The project must be typed, signed/dated by cooperating teacher, and submitted in a pocket folder with 3 metal fasteners. Place formal reflection in front pocket of the folder.

EEX 3604 – Behavior Management for Exceptional Students Task CC9A – Behavior Change Project

Name _____

Submission # 1 2 3

FEAP 9.06: Provides opportunities for students to be accountable for their own behavior.

FEAP 9.07: Provides a safe place to take risks.

FEAP 9.09: Monitors learning activities by providing feedback and reinforcement to students.

FL Competencies & Skills:

4.01: Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.

4.02: Identify data collection strategies to assess student behavior.

4.03: Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.

4.04: Identify and interpret the essential elements of a functional behavior assessment and behavior intervention plan.

4.05: Recognize the various concepts and models of positive behavior management.

FL ESOL Competencies & Skills:

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

Decision for F.E.A.P. (Check one): E=Efficient, D=Developing, U=Unacceptable

†Demonstrated: 8 or more ratings are acceptable, none are unacceptable

†Partially Demonstrated: 3 or more ratings are marginal, none are unacceptable

†Not Demonstrated: 1 or more ratings are unacceptable

Element	Criterion	Rating
1	E=Professional in appearance, typed, free from spelling and grammar errors, and placed in a pocket folder. D=Professional in appearance, but has some spelling and grammar errors. U= Not professional in appearance, includes many grammar and spelling errors.	___E ___D ___U
2	E=Signed and dated by cooperating teacher from field placement. D=Not applicable to this element. U=Not signed and dated by cooperating teacher from field placement.	___E ___D ___U
3	E= Includes a thorough description of the student profile. D=Included a student profile, but with limited information. U= Student profile not included in project.	___E ___D ___U
4	E=Demonstrates data collection over 3 week period with use of scatter plot to determine baseline. D=Included scatter plot, but time frame was limited (less than 3 weeks). U= Did not include scatter plot and/or data collection.	___E ___D ___U
5	E=Project includes “mock” functional behavior assessment with all elements completed. D=FBA was included, but some elements were incomplete or missing. U= FBA was not included in project.	___E ___D ___U
6	E=Project includes “mock” behavior intervention plan with all elements completed. D=BIP was included, but some elements were incomplete or missing. U=BIP was not included in project.	___E ___D ___U
7	E=Student created a contingency contract. D=Student included contingency contract, but some elements were incomplete or missing. U=Student did not include contingency contract into the project.	___E ___D ___U
8	E=Student initiated contingency contract and continued	___E ___D ___U

	to collect data for outlined time frame. D=Student initiated contingency contract, but did not follow through on data collection and/or for outlined time frame. U=Student did not initiate contingency contract in the field placement.	
9	E=Student analyzed data and made adjustments to contract if necessary. D=Student analyzed data, but did not make necessary adjustments to the contingency contract. U=Student did not analyze data and did not make any adjustments to the contingency contract.	___E ___D ___U
10	E=Student included a thorough write-up of the projects overall effectiveness. D=Student included write-up, but information was lacking details. U=Student did not include write-up of overall effectiveness of the project.	___E ___D ___U
Timeliness	Formal Reflection is included in front pocket of folder. (If not, 10 pt. deduction) Yes / No Project submitted on time. If not a "0" will be given and submission is required for demonstration Purposes only of the FEAP's and COMP's & SKILLS.	
TOTAL 100 pts	(Each element is a total of 10 points) Total Score for Task CC9A	

See your Instructor First Day Handout for individual instructor assignment schedule.