

SUL ROSS STATE UNIVERSITY

ED 5322: Behavior Management-Spring 2020 (first 8 weeks)

Instructor: Tamara Olive, Ph.D., LPC, NCC Email: tolive@sulross.edu
Phone: (325) 234-7174

Office Hours: Online hours are from 8:00 a.m.-9:00 a.m. Monday-Thursday. Telephone conferences are available by appointment. The instructor is available online, via email, and telephone.

Required Textbook: Shea, T.M. & Bauer, A.M. (2012). *Behavior management: A practical approach for educators* (10th ed.). Boston: Pearson. ISBN 9780137085040

Note: Check your textbook to be certain that yours has the correct ISBN as indicated above. There are some versions of the text that do not contain the correct chapters! If you have the right book, your Chapter 5 will be "Functional Behavioral Assessment." Without the correct text, you won't be able to complete the required assignments.

Course Description:

(3-0) An in-depth look at classical and operant conditioning principles from the standpoint of human application, from the classroom to the home, from private practice to institutional placements. Actual behavior modification project included.

PROGRAM LEARNING OUTCOMES for SCHOOL COUNSELING STUDENTS

This course contributes to the following required program learning outcomes:

1. Students will demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect students'/clients' ability to achieve their potential.
2. Students will demonstrate their ability to plan, implement, and evaluate a developmental guidance program; this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, educational, and career needs.
3. Students will demonstrate the ability to communicate and collaborate effectively with others in the school, with students' parents, and/or with the community in order to facilitate student/client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

Students **in all programs** will demonstrate their ability to apply principles of behavior management in academic or other applicable settings and display understanding of basic behavioral management interventions and terminology. They will be able to:

- Discuss understanding of identification and assessment of problematic behaviors and their impact on functioning within and outside the educational environment.
- Observe, to collect data, and to formulate a functional behavioral assessment.
- Discuss the importance of assessing the impact of problematic behaviors and of interventions with students with and without disabilities.
- Articulate behavior management theories, as well as the purpose of behavioral management interventions and their relationship to educational programming or to counseling.
- Discuss requirements for behavioral assessment consistent with laws, rules and regulations, and local district policies and procedures.
- Complete observation, utilize evaluation instruments accurately, identify patterns of problematic behaviors, and analyze data to determine hypotheses and formulate effective interventions.
- Design a behavioral report that can ultimately be used in the creation of a behavior intervention plan. Use information gained in the functional behavior assessment process to suggest instructional or counseling decisions that result in appropriate services for individuals with disabilities, including those from culturally and/or linguistically diverse backgrounds.
- Use appropriate communication skills to report and interpret assessment and evaluation results.

Course Requirements for All Students:

Students will:

- Participate and collaborate in online discussions, assignments, and activities.
- Utilize Blackboard on the SRSU website to fulfill course requirements.
- Satisfactorily pass course quizzes and exams.
- Practice professional conduct and ethics and respectful learning exchanges.
- Preserve confidentiality of information shared regarding student, family, or school district experiences.

Assignment Descriptions

- We will be covering an enormous amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the reading of the required chapters. If students do not carefully read each chapter, they will be unable to complete course assignments satisfactorily. You are encouraged to work ahead.
- Students should refer to the *Online Participation Policy* as explained in the Participation section of this syllabus on pages 4-5. Course enrollment constitutes agreement to comply with this policy, and all students are *required* to post an Online Participation Agreement on the Discussion Board in order to remain in the course.
- Weekly Discussion Board posts will be graded on the original post plus a quality response to another student. The original post is worth a maximum of 15 points, and the required response to another student is worth a maximum of 5 points. Instructions for each forum are found on Blackboard on the Discussion Board.
- Participation Points are awarded. All students begin with 20 points. For each instance of non-response within the required week (either to an instructor email or failing to reply

to an instructor's post on the Discussion Board), 4 points will be deducted. Students may be dropped from the course for nonresponse in accordance with the Online Participation Policy.

- 9 Chapter Quizzes will be given on Blackboard and will cover assigned reading. Details are found on Blackboard.
- A Module Assignment will replace one designated chapter quiz. In order to complete the Module Assignment, the assigned chapter for that week must be carefully studied. Instructions are found on Blackboard via the green "Week 3" button.
- A brief research paper will replace another chapter quiz. Details are found on Blackboard.
- There will be a major FBA Assignment in this course. In this assignment, you will apply all that you have learned from course materials and activities. You will be required to find a volunteer child and gain parental permission in order to complete the assignment. If you have not carefully read each chapter and assimilated the information, you will be unable to complete the FBA Assignment. Instructions and detailed information regarding the FBA Assignment are found on Blackboard via the green "FBA Assignment" button.
- **All assignments are due before the deadline as printed in this syllabus. Each assignment is due no later than 11:55 p.m. Central Time on the designated date. No late assignments will be accepted.**

Evaluation

- Weekly Discussion Board Forums **8 @ 20 points**
- Chapter Quizzes **9 @ 10 points**
- Module Assignment (takes the place of Chapter 5 quiz) **1 @ 15 points**
- Brief research paper (takes the place of Chapter 9 quiz) **1 @ 15 points**
- FBA Assignment (detail provided on Blackboard) **1 @ 50 points**
- Participation **20 possible points**

COURSE TOTAL possible 350 points

A=317-350 points; B=282-316 points; C=247-281; F=246 and below

All assignments are due on the scheduled date. Late assignments will not be accepted!

Course Schedule

<u>Week</u>	<u>Assigned Chapter</u>	<u>Start Date</u>	<u>Close Date</u>
Week 1	Chapter 1	January 13	January 17
Week 2:	Chapter 2 & 3	January 21	January 24
Week 3:	Chapter 5	January 27	January 31

Week 4:	Chapter 6	February 3	February 7
Week 5:	Chapters 7 & 8	February 10	February 14
Week 6:	Chapters 9	February 17	February 21
Week 7:	Chapters 10	February 24	February 28
Week 8:	Chapters 11 & 12	March 2	March 6

See specific due dates for each assignment as follows:

Due Dates: (*Assignments must be posted prior to 11:55 p.m. Central Time unless otherwise indicated. Assignments are made available on Blackboard for students to work ahead if they wish. Students may submit early, but they may not submit any assignment late.*)

- January 13 Course begins. Students should have already received their textbooks, familiarized themselves with the Blackboard course site, and begun Chapter reading. Post introduction on the “Introduce Yourself” Blackboard Discussion Board.
- January 14 **Online Participation Policy Statement is due** on the Discussion Board. This is a requirement in order to remain in the course!
- January 15 Email instructor your contact information, consisting of your telephone number. Also indicate if this number accepts text messages. Email this information to tolive@sulross.edu Since our pace is so fast, if there is a problem with a document you’ve submitted, the instructor may need to reach you quickly.
- January 19 Chapter 1 Quiz due
Week 1 Discussion Board post due and response to one other student
- January 26 Chapter 2 Quiz due
Chapter 3 Quiz due
Week 2 Discussion Board post due and response to one other student
- February 2 Chapter 5 reading due
Functional Behavioral Assessment **Module Assignment** (serves as Quiz) due--(*click on the “Week 3” green button on Blackboard to link to the Module. This is not the same assignment as the FBA Assignment due later!*)
Week 3 Discussion Board post due and response to one other student
- February 9 Chapter 6 Quiz due
Week 4 Discussion Board post due and response to one other student
- February 16 Chapter 7 Quiz due
Chapter 8 Quiz due
Week 5 Discussion Board post due and response to one other student
- February 23 Chapter 9 reading due
Brief research paper (serves as Quiz) due
Week 6 Discussion Board post due and response to one other student
- March 1 Chapter 10 Quiz due
Week 7 Discussion Board post due and response to one other student

March 2 FBA Assignment Due (*click on the green “FBA Assignment” button on Blackboard to assess detailed information and necessary forms*)

March **6** Chapter 11 Quiz due
Chapter 12 Quiz due
Week 8 Discussion Board post due and response to one other student
*Note: This last class day is on a **FRIDAY!** All assignments on this last class day are due by 5:00 p.m. CST * Mark your calendars now!*

***All assignments are due on the scheduled date no later than 11:55 pm Central Time, with the exception of the last week’s assignments, which are due by 5:00 p.m. Central Time. Late assignments will not be accepted!**

Participation:

This is a web-delivered course and therefore is subject to the **Sul Ross State University online participation policy**. It is the student’s responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. Because ED 5322 is delivered entirely online, participation will be evaluated in Blackboard online discussions. It is the student’s responsibility to check the Discussion Board and Sul Ross email continuously for the duration of the course. **It is policy at Sul Ross State University that, if a student is enrolled in a web-delivered course and fails to stay active for a period of 3 weeks in a long semester, or for 1 week during a summer session (or 8 week session), fails to submit assignments, and/or does not reply to emails from the instructor, he/she will be dropped from the course with a grade of "F."**

You are expected to participate in the online activities and discussions. You are required to check **daily** both your Sul Ross email and the “Important Information from Dr. Olive” Discussion Board forum, and to promptly reply. **You must reply to any email from the instructor within one week, and you must reply to each post of the instructor on the “Important Information from Dr. Olive” Discussion Board forum within one week.** Failing to do so will result in the loss of Participation points, and may lead to being dropped from the course with a grade of “F.” Students in web-enhanced or web classes are expected to log in several times each week to the Blackboard course site on the Internet. The instructor will monitor the Blackboard log-ins for attendance.

You are free to work at your convenience as long as you meet the assignment deadlines. **No late assignments will be accepted.** You are encouraged to work ahead. Your final course grade will be affected by the **quality** of your participation. Your postings and responses on the Discussion Board should give evidence that you have completed the assigned readings and viewing of the required videos and attached documents. Your written communication should reflect professional courtesy toward the instructor and fellow students.

Distance Education Statement: Students enrolled in distance education courses have equal access to the university’s academic support services, such as Smarthinking, library resources, such as online databases,

and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. This course requires students to maintain adequate technology to open and play the required videos specified on the Blackboard course site. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

SRSU Disability Services: Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services. Please note that instructors are not allowed to provide accommodation to a student until appropriate verification from Accessibility Services has been provided. For additional information, please contact Mary Schwartze with Accessibility Services in Ferguson Hall 112, or call 432-837-8203.

Master of Education with Alternative Certification

Marketable Skills:

- Critical Thinking/Problem Solving
- Digital Technology
- Written Communication

Critical Thinking: Students will analyze various strands of discrete data to support planning and decisions.

Digital Technology: Students will understand and be able to apply and integrate technology in multiple professional settings.

Written Communication: Students will apply formal and informal writing styles to communicate in the professional setting.

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

Educator Standards Addressed in ED 5322 for Educational Diagnostician-153:

Educational Diagnostician Standard III-The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies and related service personnel.

Educational diagnostician Standard VI- The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations.

Educational Diagnostician Standard IX- The educational diagnostician address students' behavioral and social interaction skills through appropriate assessment, evaluation, planning, and instructional strategies.

Lectures/Discussions

Lectures and discussions in this course will be found on the Blackboard course site. Discussions include the following:

Effective Behavior Management; The four models of behavior management (Constructivist/Developmental, Biobehavioral, Ecological, and Behavioral); Research-based, peer-reviewed journal articles highlighting a technique, program, or method that assists in decreasing problematic behaviors and increasing on-task, clarifying various intervention terms, including negative reinforcement; effective behaviors among children or adolescents; the effect of extinction and extinction bursts; various behavioral management approaches/interventions and their effectiveness; the importance of data collection; the Module and data collection procedures and forms for behavioral assessment; the Functional Behavioral Assessment (FBA); personal insights gained through the FBA process; research addressing possible effects of first-person shooter video games on children/adolescents; manifestation determination in Texas and responsibility for conducting FBA; Applied Behavior Analysis; diversity sensitivity in behavior management; dealing with aggressive students/clients; parental involvement in the behavior management process and in data collection; triggers in both observer and student/client; APA style in professional writing.

This course syllabus is intended to be a guide and may be amended at any time.