



ED 5322—Behavior Management

School Counselors

Sul Ross State University

SPRING 2021

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Office Location: Dr. Olive does not maintain an office on campus.

Off Campus 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.

CATALOG 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.

REQUIRED TEXTS:

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.*

TEXES COMPETENCIES:

Student knowledge and application of the four domains and 10 competencies are required for students to successfully pass the TExES. In other words, the domains and competencies are test specific and will be addressed when students take the following test. In order to help students with this task, all school counseling students are required to spend six hours in the Certify Teacher school counseling practice test site. A minimum score of 85% must be made on each of the 10 competencies tested before Sul Ross State University can submit approval for the student to take the TExES.

TExES competencies addressed in this course are:

DOMAIN I—KNOWLEDGE OF LEARNERS

Competency 001 (Human Development and Learning): Understand theories and processes of human development and learning as well as factors that influence development and learning.

Competency 002 (Diversity and Cultural Competence): Understand diversity issues and cultural competencies related to school counseling and environments that promote respect and affirmation for all students.

DOMAIN II—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 003 (Guidance): Understand instructional practices and strategies for facilitating students' educational, career, personal, and social growth and development as articulated in the Texas Model of Comprehensive School Counseling Programs.

DOMAIN III—THE COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Competency 008 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

DOMAIN IV—ANALYSIS AND RESPONSE

Competency 010 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify and given student's strengths and needs and design an effective intervention.

Domain Competency	Description	Assignment	Assessment	SLO
I. 001. F	Apply knowledge of variables that may influence a student's development, learning, and behavior (e.g., environment, health, socioeconomic circumstances, disability, life experiences, language fluency, stress, trauma, individual learning style, culture, gender identity, ethnicity, race, geopolitical factors).	Textbook Chapters 1-3; 5-11; Discussion Board Assignments # 1-5; Lectures and videos; Module Assignment; FBA Assignment	Certify Teacher	SLO 1
I. 002.B	Apply knowledge of ways to encourage the development of an inclusive learning community where students assume responsibility, participate in decision making, and work independently as well as collaboratively in learning activities.	Textbook Chapters 12; Chapter 12 Quiz; Discussion Board Video Assignment #5; "Important Information" Discussion Board forum posts	Certify Teacher	SLO 1
II.003.B	Demonstrate knowledge of the school counselor's role as a participant on decision-making teams (e.g. advisory boards, school improvement committees, student support teams, curriculum committees)	Discussion Board forum #3(B) "Disability related to Discipline"—Manifestation Determination discussion.	Certify Teacher	SLO 1

II.003.F	Apply knowledge of the components and techniques for promoting social skills and emotional wellness across grade levels.	Textbook Chapter 9 "Prosocial Classroom Management"; Chapter 9 Quiz	Certify Teacher	SLO 1
III.008.F	Apply knowledge of strategies for facilitating parent/guardian involvement in the educational process in order to promote student achievement and success.	Textbook Chapter 11 "Working with Parents and Families"; Chapter 11 Quiz; Discussion Board Assignment #5	Certify Teacher	SLO 1
IV.010.A	Analyze various forms of student data to identify and describe, with supporting evidence, a student's educational, career, or social need.	Chapter 5 Textbook reading; Module Assignment, FBA Assignment; Discussion Board	Certify Teacher	SLO 1

COURSE OBJECTIVES:

Students 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.

STUDENT LEARNING OUTCOMES:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential.
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling 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, and educational needs.

3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

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.

DISTANT LEARNING 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. 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.

SMARTTHINKING:

With Blackboard, you will note two tabs on the left, a Smarthinking Handbook tab and a Smarthinking tab. Sul Ross State University is providing this writing tutorial program, free of charge, to currently enrolled students. Smarthinking is a proven, excellent writing tutorial program and user friendly. When you are ready to submit your draft paper to Smarthinking, you may do so through the Smarthinking tab.

This service does not detect plagiarism; you will still need to use SafeAssign for similarity detection. The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 10% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact me, Ms. Rebecca Greathouse Wren, M.Ed., LPC-S, Director/Counselor, Accessibility Services Coordinator, Ferguson Hall (Suite 112) at 432.837.8203; mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas 79832. Students should then contact the instructor as soon as possible to initiate the recommended accommodations.

PARTICIPATION POLICY: Since ED 5322 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course. In order for you to remain enrolled in ED 5322, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks (one week in the summer or 8 week session), fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Students will:

- Comply with Online Participation Policy
- Utilize Blackboard on the SRSU website to fulfill course requirements

- Participate in online discussions, assignments, and activities
- Complete all reading assignments and study the material prior to posting assignments
- Study Blackboard lectures
- Post in-depth and insightful responses on Discussion Board forums
- Utilize videos to supplement course materials
- Complete a Functional Behavior Assessment Module and a FBA Assignment Project
- Demonstrate proficiency on 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:

- **Writing Style.** Papers must be typed using 1 inch margins, 12-point Times New Roman type, and double-spaced. Do not number the title page. Write well-developed paragraphs. Edit for spelling and grammar, and for clarity and logic of idea development. (I **strongly** encourage you to have someone else proofread your work.) *Include citations and a reference page utilizing correct APA style.* **NOTE: Your writing reflects your professionalism. Papers with multiple errors in any of the above areas will receive a reduction in grade.**
- 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 on pages 4-5 of this syllabus. 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.
- **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.
- **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 "Module Assignment" button.
- 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.

* Note to **initial certification (teacher education) students** only. You are required to identify any Health TEKS incorporated into your FBA. Add a paragraph about how, specifically, your suggested strategies could support, for example, the Personal/interpersonal skills--Health TEKS for elementary students, and state which specific Health TEKS, by number (from Chapter 115, accessed via <http://ritter.tea.state.tx.us/rules/tac/chapter115/ch115a.html>) will be supported.

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/GRADING POLICY:

- | | |
|---|--------------------|
| • Discussion Board Forums | 5 @ 20 points |
| • Chapter Quizzes | 10 @ 10 points |
| • Module Assignment (takes the place of Chapter 5 quiz) | 1 @ 30 points |
| • FBA Assignment (detail provided on Blackboard) | 1 @ 100 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!

Note: Graduate students must maintain a 3.0 GPA to remain in good standing. 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.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and available to students from the beginning of the semester, and discussion will occur in forums on Blackboard at the designated times in this syllabus. A Clarification forum on the Discussion Board will remain active throughout the course for student questions and concerns.

Discussions include the following: effective behavior management; the four models of behavior management (Constructivist/Developmental, Biobehavioral, Ecological, and Behavioral); research-based, peer-reviewed research highlighting approaches that assist in decreasing problematic behaviors and increasing on-task behaviors; 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.

SCHEDULE/DUE DATES:

Assignments must be posted prior to 11:55 p.m. Central Time. Assignments are made available on Blackboard for students to work ahead if they wish. Students are encouraged to submit early, but they may not submit any assignment late. (Do not ask the instructor to extend a deadline or to accept a late assignment.)

January 11, 2021	Semester begins!
January 12, 2021	"Introduce Yourself" on the Discussion Board due
January 13, 2021	"Online Participation Policy" posting due on the Discussion Board. This is a requirement to remain enrolled in the course!
January 14, 2021	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, 2021	Chapter 1 Quiz " <i>An Introduction to Behavior Management</i> "
January 26, 2021	Chapter 2 Quiz due " <i>Models of Human Behavior</i> " Chapter 3 Quiz due " <i>Principles of Human Behavior</i> "
January 28, 2021	Discussion Board Assignment #1 post due and response to one other student
January 30, 2021	A reminder: Check to be certain you have read all posts on the "Important Information from Dr. Olive" Discussion Board forum (this is the basis for your course Participation Grade) and all feedback on assignments by this date.
February 2, 2021	Chapter 5 reading due ("Functional Behavior Assessment," p. 77-91) Functional Behavioral Assessment Module Assignment due Note: You must study Chapter 5 in order to successfully complete the Module Assignment! <i>After reading Chapter 5, access instructions for the Module Assignment via the green Module Assignment button on the left of your Blackboard screen.</i>
February 7, 2021	Chapter 6 Quiz due " <i>Developing a Behavior Intervention Plan</i> " Chapter 7 Quiz due " <i>Methods of Increasing Behavior</i> "
February 9, 2021	Discussion Board Assignment #2 post due and response to one other student

February 11, 2021	A reminder: Check to be certain you have read all posts on the “Important Information from Dr. Olive” Discussion Board forum and all feedback on assignments by this date.
February 12, 2021	Last day for students enrolled in 1st 8 week courses to drop a course and receive a grade of 'W'
February 13, 2021	Chapter 8 Quiz due <i>“Methods of Reducing Behavior”</i> Chapter 9 Quiz due <i>“Prosocial Classroom Management”</i>
February 15, 2021	Discussion Board Assignment #3 post due and response to one other student
February 18, 2021	Chapter 10 Quiz due <i>“Environmental and Biobehavioral Behavior Management”</i> Chapter 11 Quiz due <i>“Working with Parents and Families”</i>
February 20, 2021	Discussion Board Assignment #4 post due and response to one other student
February 22, 2021	A reminder: Check to be certain you have read all posts on the “Important Information from Dr. Olive” Discussion Board forum and all feedback on assignments by this date.
February 24, 2021	FBA Assignment due (detailed information on Blackboard) Access the FBA Assignment instructions via the green FBA Assignment button on the left of your Blackboard screen.
February 26, 2021	Discussion Board Assignment #5 post due and response to one other student
March 1, 2021	Chapter 12 Quiz due <i>“Issues and Concerns in Behavior Management”</i>
March 3, 2021	Check to be certain you have read all posts on the “Important Information from Dr. Olive” Discussion Board forum and all feedback on assignments by this date, as the course will end.
March 5, 2021	Course and 8-week term ends
March 8-12, 2021	Spring Break
May 7, 2021	Commencement

All assignments are due on the scheduled date no later than 11:55 pm Central Time. Late assignments will not be accepted!

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References	The paper	The paper	The paper	The paper	The paper	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
and Sources	did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments: _____

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