

**EDUA 5322—Behavior Management****School Counselors****Sul Ross State University****Summer I 2026****May 27, 2026 – July 1, 2026**

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

Summer Office Hours: Dr. Hayes is available via email, Microsoft TEAMS (see the link in her signature line on emails), Blackboard messages, and texting (in emergencies).

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:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN 978-1-338-3217-8

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.*

Other Information: Students will look at specific DSM behavior disorders.

- Oppositional defiant disorder
- Intermittent explosive disorder
- Conduct disorder
- Pyromania
- Kleptomania
- Other specified disruptive, impulse-control and conduct disorder

- Unspecified disruptive, impulse-control, and conduct disorder

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—(Developing a Safe and Supportive School Environment for All Students' Competence): Understand the role of school counseling to develop school environments that promote a safe and supportive school learning environment, prioritizing respect and safety 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.

Competency 004 (Responsive Services): Understand techniques for designing supports and interventions to address the needs, concerns, and challenges affecting students' continued educational, career, personal, and social development.

Competency 005 (Individual Planning): Understand techniques and strategies for guiding students in planning, monitoring, and managing their individual educational, career, personal, and social development.

Competency 006 (Systems Support): Understand procedures, processes, and strategies for providing systems support.

DOMAIN III—THE PROFESSIONAL SCHOOL COUNSELOR

Competency 008 (Communication, Consultation, and Collaboration): Understand practices and strategies for effective communication, consultation, and collaboration within the school and community.

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 strategies for promoting understanding of and interaction with students' characteristics and for fostering awareness, appreciation, and respect. | 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; | Certify Teacher | SLO 1 |

| | | | | |
|----------|--|---|-----------------|-------|
| | | Discussion Board Assignment #5 | | |
| 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.

DISTANCE EDUCATION STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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. 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. Directions for filing a student complaint are located in the student handbook.

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:

The 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. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure that students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

<https://www.sulross.edu/counseling-and-accessibility-services/>

PARTICIPATION POLICY: Since EDUA 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 EDUA 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 must post an Online Participation Agreement on the Discussion Board to remain in the course.
- Students will sign and submit a “**Confidentiality Agreement**”. Counseling courses often include disclosing personal information, feelings, and thoughts. All students must sign this agreement prior to beginning 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 80 points, and the required response to another student is worth a maximum of 20 points. Instructions for each forum are found on Blackboard on the Discussion Board.
- **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 Semester Project** 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.

LECTURES/DISCUSSIONS

Note: This course is delivered entirely online. Therefore, all lectures will be posted and made available to students from the beginning of the semester, and discussions will occur in forums on Blackboard at the designated times in this syllabus.

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.

EVALUATION/GRADING POLICY:

- | | |
|--|-----|
| • Discussion Board Forums | 20% |
| • Chapter Quizzes | 30% |
| • Module Assignment | 15% |
| • FBA Semester Project (detail provided on Blackboard) | 35% |

COURSE TOTAL 100%

A = 91-100; B = 81-90; C = 71-80; F = 70 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.

SCHEDULE/DUE DATES:

Assignments must be posted by 11:55 p.m. Central Time. They 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.

May 27

Semester begins!

-----START HERE MODULE-----

May 29

“Online Participation Policy” posting on the Discussion Board. This is a requirement to remain enrolled in the course!

Sign and submit the “**Confidentiality Agreement**”

“**Introduce Yourself**” on the Discussion Board

Read the Syllabus and explore the Course

-----**Module 1**-----

Read Chapter 1

May 30 **Chapter 1 Quiz** “*An Introduction to Behavior Management*”

June 1: Complete the TEA-required **Classroom Management Training** and submit the certificate in Blackboard and Watermark SLL

Read your FBA Project instructions and begin planning your project.

-----**Module 2**-----

Read Chapters 2, 3, and 5

June 2 **Chapter 2 Quiz** “*Models of Human Behavior*”

June 4 **Chapter 3 Quiz** “*Principles of Human Behavior*”

June 5 **Discussion Board Assignment #1** post

June 6 Response to one other student

June 7 Chapter 5 reading due (“Functional Behavior Assessment,” p. 77-91)
Functional Behavioral Assessment Module Assignment due
 Note: You must study Chapter 5 to successfully complete the Module Assignment!

-----**Module 3**-----

Read Chapters 6, 7, and 8

June 8 **Chapter 6 Quiz** “*Developing a Behavior Intervention Plan*”

June 9 **Chapter 7 Quiz** “*Methods of Increasing Behavior*”

June 10 **Chapter 8 Quiz** “*Methods of Reducing Behavior*”

June 11 **Discussion Board Assignment #2**

June 12 Response to one other student

June 13 **Discussion Board Assignment #3**

June 14 Response to one other student

Work on your Module 6**-----Module 4-----**

Read Chapters 9 and 10

June 17 **Chapter 9 Quiz** *"Prosocial Classroom Management"*June 19 **Chapter 10 Quiz** *"Environmental and Biobehavioral Behavior Management"***Get Serious about Module 6****-----Module 5-----**

Read Chapters 11 and 12

June 22 **Chapter 11 Quiz** *"Working with Parents and Families"*June 24 **Chapter 12 Quiz** *"Issues and Concerns in Behavior Management"*June 25 **Discussion Board Assignment #4**

June 26 Response to one other student

June 27 **Discussion Board Assignment #5**

June 28 Response to one other student

Finalize your semester project.**-----Module 6-----**June 29 **FBA Semester Project**

July 1 End of Semester

All assignments are due on the scheduled date no later than 11:55 pm Central Time. Late assignments will not be accepted!**This course syllabus is intended to be a guide and may be amended at any time.**

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 | |

| Sub-skill | Beginning 1 | Basic 2 | Proficient 3 | Advanced 4 | Exceptional 5 | Score |
|-------------------------------|---|---|---|---|---|-------|
| | | and relevant material | | and relevant material | 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 and Sources | The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity | The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility | The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites | The paper 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: _____
