

**Rhode Island College**  
**School of Education and Human Development**  
**Department of Special Education**  
**SPRING 2005**

**Course:**                   **Special Education 310-02:** Principles and Procedures of Behavior Management for Children and Youth with Disabilities

**Class: Wednesday 4:00 - 7:50 a.m. Gaige 301**

Instructor:               Dr. Steve C. Imber  
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Office Location:       Horace Mann Room 052

**Catalog:**

Included is an eclectic review of behavioral, psychodynamic, and humanistic concepts and strategies. Data collection, intervention, and evaluation procedures are explored. Thirty hours of fieldwork area required. 4 credit hours. Prerequisite SPED 300 and admission to the Department of Special Education. Offered fall, spring, summer.

**Extended:**

Course provides students with necessary information and skills for effective classroom management and systematically changing the behavior of individual students with disabilities. Models presented in the course are: Behavioral, Psychodynamic, Environmental, and Biophysical. Information related to developing home/school collaboration specific to facilitating behavior change is included.

Fieldwork during the semester on an individual and group basis provides students with an opportunity to develop and extend anecdotal recording techniques, recognition and application of behavior management strategies and an opportunity to interact with special needs students in a learning environment. Lecture, small and large group discussion, role-playing and team problem solving are utilized throughout the course.

**Relationship to Professional Program:**

This is the second course in the professional sequences within the Department of Special Education. Students expand upon the content included in the introductory course specific to characteristics and needs of students with disabilities and the function of regular and special education in development of personal-social and academic skills. The fieldwork experience is specifically designed to broaden the student's experience with students with disabilities within a classroom setting. Information and skills acquired in this course serve as a foundation for other courses in the professional development sequence and are fully applied during student teaching experience. This course is required for State of Rhode Island certification as a special educator.

**Relationship to the Conceptual Framework and FSEHD**

Critical knowledge specific to viewing persons with disabilities from a variety of perspectives is included in this course. Planning inclusive of collection of necessary data as a prerequisite to influencing behavior is emphasized in the course. Students are taught to analyze and reflect on the adequacy of acquired data in terms of design and implementing classroom management and behavior change procedures giving full consideration to the influence of linguistic/cultural diversity on behavior. The importance of continuing to collect and analyze data throughout the implementation phase is stressed. Technology is infused throughout the course specific to collecting data, designing and evaluating effective interventions as applicable to influencing the behavior of students with special needs. Students are required to consider and reflect upon professional/ ethical issues associated with all phases of classroom management and behavior change programs. Comprehensive planning, systematic implementation and ongoing reflection are the foundation for course content. Consideration of special education approaches and practices in other countries is included within the context of diversity and multicultural issues. The extent to which these concepts impacts upon understanding and influencing human behavior is explored resulting in greater understanding of the complexities of effectively educating students with disabilities.

In addition to course examinations, article critiques and self-behavior change project students submit a detailed portfolio of their practicum experience demonstrating understanding of course concepts specific to educating students with disabilities.

### **Relationship to the Rhode Island Beginning Teacher Standards**

This course relates most directly to the following Rhode Island Beginning Teacher Standards (RIBTS):

- Standard #1. Teachers create a learning experience using a broad base of general knowledge that reflects an understanding of the world in which we live.
- Standard #2. Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the discipline they teach.
- Standard #3. Teachers create instructional opportunities that reflect an understanding of how children learn and develop.
- Standard #4. Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.
- Standard #5. Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.
- Standard #6. Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.**
- Standard #9. Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.
- Standard #10. Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.
- Standard #11. Teachers maintain professional standards guided by legal and ethical principles.

### **Course Information**

**Prerequisites: Special Education 300**

**Texts:**

Walker, J. and Shea, T. (2004). Behavior Management: A Practical Approach for Educators. Columbus: Merrill.

**Course Objectives:**

(Coded to Conceptual Framework and Rhode Island Beginning Teacher Standards)

1. Through completion of a course project, students will demonstrate knowledge and understanding of classroom organization including: (1) the arrangement of the physical environment; (2) comprehensive educational program planning; and (3) scheduling which facilitates student learning. **(RIBTS # 1, 1.2)**
2. Students will demonstrate in writing knowledge and understanding of philosophical and ethical concerns associated with the use of behavior modification strategies within the context of a global perspective. **(Professionalism: Professional Ethics; RIBTS #11, 11.1, 11.3, 11.5)**
3. Through completion of a course project, students will demonstrate the ability to observe, measure and record behavior  
**(Pedagogy: Assessment as an Aid to Practice; RIBTS #9, 9.1 - 9.5)**
4. Students will demonstrate knowledge of single subject designs.  
**(Pedagogy: Theory and Practice of Teaching and Learning; RIBTS #2, 2.1)**
5. Students will demonstrate knowledge and understanding of the influences of antecedent and consequent events upon behavior through a course project.  
**(Knowledge: Human Learning and Development; RIBTS #3, 3.1 and RIBTS # 5, 5.3)**
6. Students will demonstrate knowledge and understanding of psychoeducational techniques for managing behavior of individuals and groups of children and youth with disabilities.  
**(Knowledge: Human Learning and Development; RIBTS # 3, 3.1 and RIBTS #4, 4.3, 4.4)**
7. Students will demonstrate the ability to systematically plan behavior management strategies to facilitate an individual student's personal, social and emotional development through a course project.  
**(Knowledge: Contexts of Schooling; RIBTS #6, 6.1 – 6.7)**
8. Students will demonstrate initial understanding of the influence exerted by students' abilities (cognitive, sensory, neurological and emotional status), gender, social class, language and cultural and experiential background on their assumptions and reasoning.  
**(Diversity: Cultural Diversity and Special Needs Inclusion; RIBTS # 4, 4.2)**
9. Students will demonstrate the ability to plan an appropriate intervention designed to modify maladaptive behavior with full consideration of professional/ethical issues.  
**(Professionalism: Professionalism; RIBTS #11, 11.3)**
10. Students will demonstrate the ability to incorporate behavioral technology in educating students with disabilities.  
**(Professionalism: Professional Development; RIBTS #10, 10.3)**
11. Students will demonstrate a reflective approach for improving their practice.  
**(Professionalism: Professional Development; RIBTS 10, 10.1 – 10.3)**

**Course Schedule, Topics, Readings, and Assignments**

**Class 1 26 January**

- I. Foundations of Behavior Management for Students with Disabilities
  - A. Overview of the PAR Model: Relevance: application to Special Education 310
  - B. Students with Disabilities(Review)
  - C. Federal and State Regulations

- D. Models of Human Behavior
- E. Aspects of Cultural Diversity

Class 2      02 February

GC4 K9 GC6 S1,6

- II. Procedures for Achieving Classroom Structure
  - A. Spatial Structure: Arrangement of the Classroom Environment
  - B. Individualization: Role of Technology: IEP
  - C. Temporal Arrangement: Daily & Weekly Schedule
  - D. Classroom Rules

Assignment : Class Handouts on rules and classroom environments (Text Chapter 1)

Class 3      09 February

GC5 S2 GC6 S1 GC6 K1-3 S1,2

- III. Principles of Behavior Management
  - A. Five Principles of Reinforcement
  - B. Positive Reinforcement
  - C. Negative Reinforcement
  - D. Extinction
  - E. Punishment
  - F. Discrimination and Generalization
  - G. Schedules of Reinforcement

Assignment: Text: Chapter 3

Class 4      16 February

GC6 S1,2

- IV. Planning a Behavior Management Program
  - A. Selecting and Operationally Defining Behavior
  - B. Taking Baseline Data
  - C. Intervention
  - D. Evaluation

Assignment: Text: Chapter 4, Handouts: Observing & Measuring Behavior

Class 5      23 February

GC6 K1-3 S1,2

- V. Methods to Increase Behavior
  - A. Positive Reinforcement (review)
  - B. Negative Reinforcement (review)
  - C. Prompting
  - D. Modeling
  - E. Shaping
  - F. Contracting
  - G. Token Economy

Excel Class

Original STRUCTURE PROJECT Due

Assignment: Text: Chapter 5

Class 6      02 March

GC6 K1,2 S1

- VI. Methods to Decrease Behavior
  - A. Extinction (review)
  - B. Punishment (review)
  - C. Reinforcing Incompatible Responses
  - D. Satiation
  - E. Time-Out
  - F. Desensitization

Assignment: Text: Chapter 6

Class 7      09 March

GC6 K1,2 S1

Class 8      23 March

GC6 K1

**FIRST EXAMINATION**

Class 9      30 March

GC6 K1,2 S1

**MINI PROJECT (Individual) Due**

Class 10      06 April

GC6 K3 S1,4

**VII. Alternative Management Strategies: Psychodynamic Approach**

- A. Surface Management Techniques (class 8)
- B. Redl's Life Space Interviews (class 9)
- C. Role-Playing Procedures (class 10)

**Assignment: Text: Chapter 7 and 8; readings on the LSI (packet)**

**Assignment: Handout on role playing: Chesler and Fox**

**STRUCTURE PROJECT Revisions DUE**

Class 11      13 April

Class 12      20 April

**VIII. Alternative Management Strategies: Humanistic Approach**      GC6 K3 S1,4

- A. Glasser's Reality Therapy
- B. Glasser's Classroom Meetings
- C. Glasser's Ten Steps of Intervention

**Assignment: Glasser Readings on Reality Therapy and Ten Steps to Discipline:**

**Assignment: Text: Chapter 9**

**Participation LOG DUE**

Class 13      27 April

**IX. Parent-Teacher Collaboration**

- A. Parental Perspectives
- B. Parent-Teacher Communication Strategies
- C. Collaborative Behavior Management

**Assign.: Text: chapt. 1(review), 9, 10 as well as the Utah State Dept of Education Reading**

Class 14      04 May

**X. Critical Issues in Behavior Management**

- A. Ethical Issues
- B. Issues of Cultural Diversity
- C. Rights of Children & Parents

**Assignment: Reading on cultural diversity**

Class 15      11 May (unless otherwise scheduled by Records)

**XII. SECOND EXAMINATION**

**REQUIREMENTS**

1.0 Readings as assigned

2.0 **Structure Project (25% of the grade) Due date: February 23/April 6 (TEAM PROJECT)**  
**RIBTS: 1.1, 6.1-6.7 GC5 S2 GC6 S1,6**

- 2.1 **Introduction.** Briefly describe the school in which this project is being conducted in terms of number of students, age of students, number of teachers, available special education programs. See INFO WORKS (<http://www.infoworks.ride.uri.edu>.) **Please use a Microsoft Table to summarize the information.**
- 2.2 **Students.** Description of a representative sample of students enrolled in the program (four). Approximately one paragraph for each student including, chronological age, physical appearance, academic functioning, personal and social skills, disability label(s), and unique characteristics. **Please use a Microsoft Table to summarize the information.**
- 2.3 **Spatial Arrangements. Please use a computer generated original and revised floor plan. Highlight all changes. Include the following components within your floor plan. Provide a written summary of the following components:**
- 2.3.1 location of desks and student assignment to desks
  - 2.3.2 learning centers
  - 2.3.3 recreation centers
  - 2.3.4 room dividers
  - 2.3.5 study carrels
  - 2.3.6 storage areas
  - 2.3.7 windows
  - 2.3.8 any other distinctive features
  - 2.3.9 mobility patterns for students
  - 2.3.10 task cards and work completed folders, if used reflect/critique the physical environment in terms of influencing behavior. Reference Chapter eight as appropriate. Which aspects of the physical environment would you maintain? Which aspects of the physical environment would you change? Provide a rationale for changes. **Highlight all changes. Use the TET article and your text as a reference and cite your referenced material.**
- 2.4 **Temporal Arrangements. Provide a copy of the daily and weekly schedule. Include a revised schedule with changes highlighted.** Reflect/critique the daily and weekly schedule with reference to Chapter eight. Which aspects of the daily weekly schedule would you maintain? Which aspects would you change? Provide a rationale for changes. **Highlight all changes. Use the TET article and your text as a reference and cite your referenced material.**
- 2.5 **Rules.** Include a list of classroom rules used to regulate behavior in this setting. Reflect/critique the rules with reference to Chapter eight. Are the rules appropriate for the classroom? Were they developed in an appropriate manner? When a student abides by the rules is positive reinforcement provided in a consistent manner? What are the procedures used when a rule is violated? Are there any aspects of the rule setting process or the rules that you would change? Provide a rationale for the changes. **Please include a list of revised rules. Highlight all changes. Use the TET article and your text as a reference and cite your referenced material.**
- 2.6 **Group Composition and Group Process.** Describe the composition of the group with reference to the guidelines for group composition included in Chapter eight. Specify the stage of group development for students in this class. Provide examples, which support your judgement. Are group discussions or classroom meetings used to

influence behavior in this classroom? If yes, provide examples with reference to Chapter eight. If no, would you utilize group discussions or classroom meetings as a means of influencing behavior in this classroom? Provide a rationale for your decisions.)

2.7 **Summary.** Summarize/ discuss each of the above in terms of Rhode Island Beginning Teacher Standard # 6. **Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, and active engagement in learning and self-motivation.**

2.8 **Writing Style (spelling, syntax, grammar, usage)**

**3.0 Participation Log (see requirement summary and checklist) Due date April 20 (TEAM PROJECT) RIBTS 4.3, 9.1, 9.2, 9.4, 9.5, 10.1**

3.1 Heading Page (Please complete using a Microsoft Table)

- a. Your Name
- b. Date of Log Outline Submission
- c. Teacher's Name
- d. School Name
- e. Town (location of school)
- f. Types of disabilities served within the program
- g. Type of service arrangement
- h. Age range of students
- i. Grade range of students
- j. Dates, hours, and total hours of fieldwork. (ex. 5-28-99: 9-12 3hrs) Please use an Excel Chart summarizing all of the above information. Include all field work hours from the beginning of the semester to date.

3.2 Participation Summaries (10% of the final grade)

Select one situation in which **you were involved directly** which pertained to behavior management or discipline (with one or more students). Please include:

- a. Date of participation
- b. Time of participation
- c. Specific activity observed
- d. Specific directions given
- e. Format of the activity: lecture, question/answers, small group, cooperative learning, work stations, etc.
- f. Materials
- h. The specific interaction that occurred between the teacher and students from the beginning of the incident until its resolution or completing.
- i. Your opinion about how the situation was handled

3.3 Provide specific examples from your observation or direct participation where the following techniques were applied. If you did not see the principles or techniques applied or did not apply the principles of techniques yourself, then provide an example of how the principle or technique might have been used with one or more students. **IC6 S5 IC7 K2**

- a. Provide at least three examples of methods to increase behavior other than positive and negative reinforcement.
- b. Provide at least three examples of methods to decrease behavior other than extinction and punishment.
- c. Provide at least six examples of surface management techniques reviewed within your text.
- d. Provide at least three examples of parent-teacher communication procedures utilized by the classroom teacher.

**4.0 Self Modification Mini Project (25% of the final grade) Due date March 30 (see project outline and**

**the mini-project rating form) GC6 K1,2 S1,2 RIBTS 2.1, 5.3, 6.1-6.7, 9.2, 10.3**

- 4.1 Selection and operational definition of target behavior you wish to increase or decrease
- 4.2 Selection and implementation of data collection procedures
- 4.3 Development and implementation of an intervention program
- 4.4 Evaluation of baseline and intervention data: future modifications

**This project requires the application of Excel charting, graphing and data analysis. No credit will be awarded for this project in the absence of Excel charts and graphs.**

**5.0 Examinations**

- 6.1 First hour examination: date **March 23** RIBTS 1.1, 3.1
- 6.2 Second hour examination: date **May 11** RIBTS 2.1, 3.1,

**Grading Policies**

First Examination	15%	maximum:	15 points	March 23
Second Examination	15%	maximum:	15 points	May 11
Structure Project (TEAM)	25%	maximum:	25 points	February 23 & April 6* (*REVISIONS DUE)
Participation Log (TEAM)	10%	maximum:	10 points	April 20
Mini-Project (INDIVIDUAL)	25%	maximum:	25 points	March 30
Participation	10%	maximum:	10 points	All Classes
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	100%	maximum	100 points	

\*Collaborative projects

***Please note: All undergraduate students who are candidates for Special Education concentrations must have submitted an application to the Special Education Department. Undergraduate students who are in a Special Education concentration must achieve a grade of C+ or higher to continue the Special Education Concentration.***

***Please note: All projects are due at the beginning of the class on their respective assignment dates. Do not use class time to complete fieldwork or projects.***

**Expectations**

Class time is divided into lecture, discussion, small and large group activities, role-playing sessions and cooperative team problem-solving sessions. Students are expected to participate in each of the aforementioned activities.

**Grading Policies:**

**The structure project is the only course project which may be revised. The original and revised project will be averaged. All revisions must be completed within the text of the original document with bold or colored font.**

Grades for team projects or team examinations will be determined as follows: 50% of the grade is based upon the overall work of the team; 50% of the grade is based upon individual efforts of team members. When significant discrepancies in grades or relative contributions exist among team members, separate grades may be issued..

Examinations must be completed at the scheduled time and date. Exceptions will be granted only with **prior** permission of the instructor.

Course project deadlines are provided. Participants may wish to consult with the instructor and/or submit drafts *several days prior to assigned deadlines* in order to obtain feedback. *When a project is submitted after it's assigned due date, one half a letter grade will be deducted for each calendar day that the project is late. On Team projects, when one member of a group produces work which is substantially less in performance from other team members, grading may be done on an individual rather than a team basis (averaging the scores among team members).*

**Projects submitted more than one week after the due date, without prior permission, will not be accepted.**

Grades will be assigned according to the following values:

A+ = 97-100	B+ = 87-89	C+ = 77-79	D+ = 67-69	F = -60
A = 93- 96	B = 83-86	C = 73-76	D = 63-66	
A- = 90- 92	B- = 80-82	C- = 70-72	D- = 60-62	

### **Selected Bibliography**

- Artesani, James A. (2001) Understanding the Purpose of Challenging Behavior.  
New Jersey: Merrill.
- Charles, C.M. (2002). Building Classroom Discipline. Boston, Mass: Allyn and Bacon
- Cipani, Ennio. (2002) Positive Behavioral Support: Five Plans for Teachers.  
New Jersey: Merrill.
- Glasser, W. (1965). Reality Therapy. New York: Harper and Row.
- Greshman, Frank M. (2003). "Establishing the Technical Adequacy of Functional Behavioral Assessment: Conceptual and Measurement Challenges". Journal of the Council for Exceptional Children with Behavioral Disorders, vol. 28, #18, pp. 288-299.
- Long, D. and Frye V. H. (1977). Making It Till Friday. Princeton, N.J.: Princeton Book Co.
- Long, N. J., Morse, W. C., and Newman, R. G. (1980). Conflict in the Classroom (Fourth Edition). Belmont, California: Wadsworth.
- Male, M. and Gotthoffer, D. (2000) Quick Guide to the Internet for Special Education. Needham Heights, MA: Allyn and Bacon.
- Schloss, P.J. (1998). Applied Behavior Analysis in the Classroom (Second Edition) Boston Mass.: Allyn and Bacon.
- Winzer, M.A. and Mazurek, L. (1998). Special Education in a Multicultural Contexts. Upper Saddle River, NJ: Merrill.
- Zirpoli, T.J. and Malloy, K. J. (1993). Cultural Influences on Behavior." Behavior Management. New York: Merrill.

### **Selected Internet Resources**

- Council for Exceptional Children. <http://cec.sped.org/>
- Information Works. <http://www.infoworks.ride.uri.edu>
- Rhode Island Department of Education. <http://www.ride.net>
- US Department of Education, Office of Special Education. <http://wwwk.ed.gov/joffices/OSERS/OSEP/index.html>

### **Journals:**

- |   |                                     |
|---|-------------------------------------|
| 1. Behavioral Disorders                   | 4. Journal of Learning Disabilities |
| 2. Exceptional Children                   | 5. Journal of Special Education     |
| 3. Journal of Applied Behavioral Analysis | 6. Pointer                          |