

**University of North Texas at Dallas**  
**Fall 2014**  
**SYLLABUS**

<b>EDSP4340D: Instructional and Behavioral Management - 3HRS</b>	
<b>Division of Education and Human Services; Department of Education</b>	
<b>Instructor Name:</b>	<b>Dr. Larry Bryant</b>
<b>Office Location:</b>	<b>Dal 1, 258</b>
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<b>Office Hours:</b>	TBA
<b>Virtual Office Hours:</b>	
<b>Classroom Location:</b>	DAL 1; 260
<b>Class Meeting Days &amp; Times:</b>	
<b>Course Catalog Description:</b>	This course provides a comprehensive knowledge base concerning instructional and behavior management. Areas of emphasis include structuring the classroom for success, planning for instruction, managing materials and equipment, and assessing and managing student and group behavior.
<b>Prerequisites:</b>	Admission to Teacher Education
<b>Co-requisites:</b>	N/A
<b>Required Text:</b>	Scheuermann and Hall. (2012). Positive Behavioral Supports for the Classroom. (2 <sup>nd</sup> ) Pearson.
<b>Recommended Text and References:</b>	
<b>Access to Learning Resources:</b>	UNT Dallas Library: phone: (972) 780-3625; Web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a> UNT Dallas Bookstore: phone: (972) 780-3652; E-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>

<b>Student Success</b>	
<b>All Students</b>	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
<b>Some Students</b>	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
<b>Few Students</b>	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

**Course Goals:** Students will...

1. Foundations of Classroom Management and Positive Behavior Supports;
2. Creating a Proactive Learning Environment using Universal Level Supports and Interventions;
3. Using High Quality Instruction to Prevent Inappropriate Behavior;
4. Prevention through Cognitive and Social Monitoring;
5. Using Targeted Level Interventions and Supports;

**Course Content Objectives:** Students will:

1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

**Student Learning Outcomes/Course Outcomes:** Students will be able to:

1. Recognize behavioral norms within the classroom setting.
2. Describe management skills as related to the classroom.
3. Research and Give details regarding unique aspects of the classroom including special needs and aggression.
4. Research and Develop differentiated techniques and strategies to address student's academic and social emotional behaviors and skill level.
5. Research and demonstrate an understanding of a variety of classroom management programs.

## List of Assignments to Demonstrate Your Knowledge – Portfolio

**Whole Brain Notebook (100 points):** The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

**Intro/Extro Activity (20 points):** The Intro activity is a scavenger hunt of the syllabus. You will answer a number of questions about the syllabus. The Extro activity, you will have to identify the Student Learning Outcomes (SLO) and state how you met each SLO. Each Outcome must be at least a paragraph in length and you can use any resource that was presented to you during the semester to identify how you met the SLO.

**Classroom Management System (20 points):**

**Classroom Expectations (20 points):** Create behavior expectations for your classroom. Create behavior matrix. The matrix will include expected behaviors for each classroom area, playground, cafeteria, hallways, and classroom. Please make sure that this is in chart form. Make sure that the behaviors are observable, measurable and teachable.

**Social Skills Teaching Script (20 points):** Evaluate five (5) commercial products, then develop and teach a social skills lesson to the class; Your production evaluation should consist of the name of the product, the manufacture, where it can be found/purchased, how to use it, when to use it, and with whom to use it. Create a teaching script (task analysis) that instructs a student on how to perform pro-social or socially appropriate behaviors. This is where you will develop a lesson plan specifically to teach a particular behavior to students. Make copies of your evaluation and your teaching script to distribute to the class.

**Behavior Management Program (20 points):** In this section write a 2 to 4 paged paper on your beliefs about how behavior should be shaped and reinforced in a school environment. Create reinforcement system and (reward system and activities) explain your philosophy about reinforcement and reward. In addition, describe, how will children be recognized for performing the expected behaviors, both academically and social emotionally?

**Parent/Peer Demonstration (25 Points):** Develop a power point for peers or parents introducing the foundations and details of your classroom management and the fundamentals parts of the approach and program. You will need to develop a three-panel brochure to include the highlights of your presentation as well as additional resources, references, articles, support services in the state. You should have a maximum of 15 slides.

**Literature Review Research Activity (50 points):** Research ten (10) articles that are directly related to classroom or classroom/behavior management. Your articles must take into account aspects of ***culture, age, gender, race, language, economic status, nationality and/or sexual orientation***. In addition, you must write a five (5) paged paper, using conventional English writing styles. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means ***all word-processed work will be in APA writing style ONLY***.

Intro/Extro Activity	20
Literature Review Research Activity	50
Whole Brain Notebook	100
Parent/Peer Demonstration	25
Classroom Management System	20
Behavior Management Program	20
Social Skills Teaching Script	20
Classroom Expectations	20
<b>Total</b>	<b>275</b>

**Grade Determination:**

<u>GRADE</u>	<u>POINTS</u>
A.....	230-255 (90-100%)
B.....	204-227 (80-89%)
C.....	179-203 (70-79%)

**Final Grade Computation:** Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**\*\*An Incomplete Grade is given ONLY under significant extenuating circumstance WITH supporting documentation *and* at the professor's discretion.**

**Proficiency Measures**

Objective	Assignment	INTASC	CEC
SLO 1	Whole Brain Notebook Classroom Management System Classroom Expectations	1, 2, 3	1, 2, 3, 4, 5, 6, 7
SLO 2	Classroom Management System	2, 3	2, 5, 7
SLO 3	Literature Review Parent/Peer Demonstration Classroom Management System Classroom Expectations	1, 2, 3	3, 4, 5, 7
SLO 4	Social Skills Teaching Script	1, 2	5, 7
SLO 5	Literature Review Parent/Peer Demonstration	1, 3	7, 9, 10

**Tentative Course Schedule**

Date	Content	Due
August 26	Introduction to the Course Introductions	Due: Intro Activity Organize Your Calendar Philosophy of Classroom Management
September 2	Intro to Behavior Mgmt and PBS Three Tier Model of Prevention and Nine Guiding Principles	Readings: Chapter 1
September 9	Theoretical Models	Readings: Chapter 2 Due: Classroom Management System
September 16	Prevention through School-wide	Readings: Chapter 5
September 23	Rules and Procedures	Readings: Chapter 6
September 30	Rules and Procedures	Readings: See Instructor
October 7	Scheduling, Organization and Climate of Classroom	Readings: Chapter 7 Due: Classroom Expectations
October 14	FBA – FBA & IDEA, Collecting Data, Types, Hypothesis, Competing Pathways	Reading: Chapter 3; pp 75-106 and pp 106-144
October 21	Social Skills	Readings: See Instructor Due: Behavior Management Program
October 28	Communicating with parents	Readings: See Instructor
November 4	Social Skills Presentations	Readings: See Instructor Due: Social Skills Teaching Script
November 11	Positive and Negative Reinforcement	Readings: Chapter 10; pp 341 - *356 (see instructor for more details)
November 18	Helping Students with Special Needs	Readings: See Instructor Due: Parent/Peer Demonstration
November 25	Building Relationships; Our attitudes, Managing teacher stress; encouragement	Readings: See Instructor
December 2	Portfolio's	Due: Extro Activity Due: Literature Review Due: Whole Brain Notebook
December 9	Finals Week	