

The University of North Texas at Dallas
School of Education and Educational Leadership, Department of Education, Special
Education Program
Spring 2017 Syllabus

EDSP4340D: Classroom & Behavioral Management Strategies for Exceptional Learners – 3HRS	
Instructor Name:	Larry C. Bryant, PhD
Office Location:	Dal 1, 258
Office Phone:	972.338. 1339
Email Address:	Larry.bryant@untDallas.edu <i>(If you are seeking a response. Your communication must be in the form of a question. If it is not, your communication will be presumed as an informative statement; thus no response will be offered.)</i>
Office Hours:	Mon (2-5), Tues (2-5), Thurs (2-5)
Virtual Office Hours:	<i>By appointment</i>
Classroom Location:	DAL 1; 204
Class Meeting Days & Times:	Tuesdays (11:30 – 2:30)
Course Catalog Description:	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.
Prerequisites:	Admission to Teacher Education; All Courses Prior to Clinical 1 or Clinical 1A
Co-requisites:	N/A
Required Text:	Scheuermann and Hall. (2015). Positive Behavioral Supports for the Classroom. (3 rd) Pearson.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; Web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; E-mail: 1012mgr@fhg.follett.com

The Special Education Promise

The six chapters of the book of IDEA demands that, given *Zero Rejection* and *Parental Involvement* all students have the *Right to a Free and Appropriate Public Education*, in the *Least Restrictive Environment*, determined by a *Non-Discriminatory Assessment and Evaluation*, and under the careful watch of *Due Process*.

Students who complete the Special Education Program will have the following skills:

CEC Standard	Knowledge and Skill
Foundations	<p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Historical and philosophical foundations of services for young children both with and without exceptional learning needs.</i> • <i>Trends and issues in early childhood education and early childhood special education.</i> • <i>Law and policies that affect young children, families, and programs for young children.</i> <p>Skills: <i>Same as INTASC Standards</i></p>
Development and characteristics of learners	<p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Theories of typical and atypical early childhood development.</i> • <i>Effect of biological and environmental factors on pre-, peri-, and post-natal development.</i> • <i>Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.</i> • <i>Significance of sociocultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.</i> • <i>Impact of medical conditions on family concerns, resources, and priorities.</i> • <i>Childhood illnesses and communicable diseases</i> <p>Skills: <i>Same as INTASC Standards</i></p>
Individual learning differences	<p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.</i>
Instructional strategies	<p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Use instructional practices based on knowledge of the child, family, community, and the curriculum.</i> • <i>Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.</i> • <i>Prepare young children for successful transitions.</i>
Learning environments/social interactions	<p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions.</i> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Implement nutrition plans and feeding strategies.</i> • <i>Use health appraisal procedures and make referrals as needed.</i> • <i>Design, implement, and evaluate environments to assure developmental and functional appropriateness.</i>

	<ul style="list-style-type: none"> • <i>Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.</i> • <i>Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments</i>
Language	<p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Support and facilitate family and child interactions as primary contexts for learning and development.</i>
Instructional Plan	<p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Implement, monitor and evaluate individualized family service plans and individualized education plans.</i> • <i>Plan and implement developmentally and individually appropriate curriculum.</i> • <i>Design intervention strategies incorporating information from multiple disciplines.</i> • <i>Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.</i>
Assessment	<p>Knowledge: <i>Same as INTASC Standards</i></p> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Assess the development and learning of young children.</i> • <i>Select, adapt and use specialized formal and informal assessments for infants, young children and their families.</i> • <i>Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.</i> • <i>Assist families in identifying their concerns, resources, and priorities.</i> • <i>Participate and collaborate as a team member with other professionals in conducting family-centered assessments.</i> • <i>Evaluate services with families.</i>
Professional and ethical practice	<p>Knowledge:</p> <ul style="list-style-type: none"> • <i>Organizations and publications relevant to the field of early childhood special education.</i> <p>Skills:</p> <ul style="list-style-type: none"> • <i>Recognize signs of child abuse and neglect in young children and follow reporting procedures.</i> • <i>Use family theories and principles to guide professional practice.</i> • <i>Respect family choices and goals.</i>

	<ul style="list-style-type: none">• <i>Apply models of team process in early childhood.</i>• <i>Advocate for enhanced professional status and working conditions for early childhood service providers.</i>• <i>Participate in activities of professional organizations relevant to the field of early childhood special education.</i>• <i>Apply research and effective practices critically in early childhood settings.</i>• <i>Develop, implement and evaluate a professional development plan relevant to one's work with young children.</i>
Collaboration	<p>Knowledge:</p> <ul style="list-style-type: none">• <i>Dynamics of team-building, problem-solving, and conflict resolution.</i> <p>Skills:</p> <ul style="list-style-type: none">• <i>Assist the family in planning for transitions.</i>• <i>Communicate effectively with families about curriculum and their child's progress.</i>• <i>Apply models of team process in early childhood settings.</i>• <i>Apply various models of consultation in early childhood settings.</i>• <i>Establish and maintain positive collaborative relationships with families.</i>• <i>Provide consultation and instruction specific to services</i>

Dr. Bryant's Academic Pedagogy (Social Constructivism)	
Behaviorism	<p>Behaviorism is a worldview that operates on a principle of "stimulus-response." All behavior caused by external stimuli (operant condition). All behavior can be explained without the need to consider internal mental states or consciousness.</p> <p>Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increases the probability that the antecedent behavior will happen again. In contract, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavolv's dogs) and generalized to humans. Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism.</p> <p><i>Theoriest: John B. Watson, Ivan Pavlov, B.F. Skinner, E.L. Thorndike (connectionism), Bandura, Tolman (moving toward cognitivism)</i></p>
Constructivism	<p>Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representation are subjective.</p> <p>A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypothesis of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge.</p> <p><i>Theorist: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner</i></p>

Dr. Bryant's Student Success Model	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	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.
Few Students	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 (SLO): Students will be able to:

1. Recognize behavioral norms within the classroom setting.
2. Describe management skills as related to the classroom (the learners development, learner differences, and learner environment).
3. Research and Give details regarding unique aspects of the classroom including special needs (other than SPED) and aggression (Bullying).
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.

Proficiency Measures

Objective	Assignment	INTASC	CEC
SLO 1	Whole Brain Notebook Classroom Expectations Behavior Management Program Classroom Planning & Organization Case Study	1, 2, 3	1, 2, 3, 4, 5, 6, 7
SLO 2	Classroom Planning & Organization Behavior Management Program Case Study	2, 3	2, 5, 7
SLO 3	Literature Review Parent/Peer Demonstration Classroom Planning & Organization Classroom Expectations Case Study	1, 2, 3	3, 4, 5, 7
SLO 4	Social Skills Teaching Script Behavior Management Program Case Study	1, 2	5, 7
SLO 5	Literature Review Parent/Peer Demonstration Behavior Management Program Case Study	1, 3	7, 9, 10

Course Assignments and Assessments: Assignments for this course allow students to become more responsible for their own unique acquisition and demonstration of knowledge. The professor will serve as the facilitator in the learning process. The products you produce for this course will demonstrate your skills in (1) *problem solving*, (2) *critical thinking*, and (3) *creativity* as they relate to thinking and communicating about individuals with disabilities. You will do this by creating a portfolio (an evidenced based record that illustrates your learning).

Your individual goals will drive and serve as the overarching theme in the development of your portfolio. Your portfolio will address ways in which you can plan for, better accommodate, and include individuals with disabilities into your respective area of interest. You should consider, what you learned in class, how you plan to use it in your future endeavors, and how you think about individuals with disabilities at the end of the course.

The information or data you will use is collected from various sources, through multiple methods, and over multiple points in time. Your sources should include, but not be limited to, your class readings, in-class and out of class peer-peer exchanges, in-class videos, internet resources, and other sources you seek out independently. Your products can include such items as time writing, pictures, drawings, movie clips, sound bites, collages, montages, interviews, personal accounts, and random thoughts, to name a few. You will present your portfolio in class.

Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material (s) that depicts your activities, accomplishments, and achievements during this course. The collection should include evidence of your *reflection* and *self-evaluation*, guidelines for selecting the portfolio contents, and criteria for judging the quality of your work (*SEE APPENDIX*). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. We will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process - First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any conference records. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment

- Promoting student self-evaluation, reflection, and critical thinking.
- Measuring performance based on genuine samples of student work.
- Providing flexibility in measuring how students accomplish their learning goals.
- Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
- Giving students the opportunity to have extensive input into the learning process.
- Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
- Providing a process for structuring learning in stages.
- Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
- Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

List of Portfolio Content

** Each content activity must include a reflection (*see appendix for additional information*)

Classroom Case Study and Reflection (120 points): During the course, you will use your very own classroom to reinforce the instruction of the course. If you are not in a situation where you have access to a class, please use one of the case study classrooms provided in the activity. You do not need approval, simply select a class and perform the activities accordingly. Each week you will receive scenarios that you will address. All your scenarios are due with your portfolio.

Whole Brain Notebook and Reflection (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 and Reflection (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 write a narrative essay that identifies the Student Learning Outcomes (SLO) and state how you met each SLO. You can use any resource/artifact that was presented to you during the semester to identify how you met the SLO.

Quiz (100 points): This activity is designed to assess your knowledge acquisition and your ability to transfer your knowledge into practical applications for designing environmental management and socio-behavioral management protocols.

***TK20 - Classroom Organization and Reflection (50 points):** This assignment asks students to develop a comprehensive classroom organization and management plan that addresses the learner's environment, development & differences. You are asked to think about and plan for the way you will organize the physical environment through the establishment of a floor plan, rules, procedures and routines; and how you plan to address a variety of behavior management issues. *In addition, using a matrix, you **MUST** identify each area, station, exploratory centers, each piece of furnisher, etc. and you must provide both the academic and social emotional rationale for each of*

the aforementioned entities. Most importantly, you are being asked to focus your descriptions on how you will take into account the learner's development, learner's differences and learner's environment. See the appendix for more details.

Classroom Expectations and Reflection (50 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 and Reflection (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 manufacturer, where it can be found/purchased, how to use it, when to use it, and with whom to use it. Create a teaching script 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.

***Key - Behavior Management Program and Reflection (50 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 Demonstration and Reflection (20 Points): Develop a presentation for 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.

Mental Health Awareness and Characteristics (20 points): This assignment is designed to expose you to characteristics of mental health. The law, Senate Bill 460 (Sept 1, 2013) is intended to help you reach out to students who show signs of mental or emotional distress. If teachers are trained to implement methods of intervention that creates a suitable learning environment for all students, the hope is that students exhibiting mental illness and/or behavioral disorders will be able to stay in regular classrooms and teachers will be better prepared to support students. The specialized behavioral management course and training will fall under Positive Behavioral Interventions and Supports, or PBIS, a program promoted by a federal special education technical assistance center. Lastly, you are not responsible for diagnosing mental health issues instead; you are responsible for recognizing mental health and reporting it to your student support team.

Literature Review Research Activity and Reflection (50 points): Research ten (10) articles that are directly related to environment and/or 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 narrative that integrates all 10 articles. This narrative is NOT a summary, I repeat, this is a narrative it is not a summary! 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.*

Appendix	Learning Activity	Points
	Intro/Extro Activity*	20
	Mental Health Awareness/Characteristics*	20
	Literature Review Research Activity	50
	Quiz (2)	100
	Whole Brain Notebook*	50
	Case Study	120
	Parent/Peer Demonstration	20
	Classroom Planning & Organization	50
	Behavior Management Program	100
	Social Skills Teaching Script	20
	Classroom Expectations	50
	Total	600

Grade Determination:

GRADE	POINTS	Percentage
A.....	540-600	(90-100%)
B.....	480-539	(80-89%)
C	420-479	(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.**

Tentative Course Schedule

	Date	Content	Due
Environmental Management	Week 1 Jan 18	Introduction to the Course Introductions	Due: Organize Your Calendar * <i>Philosophy of Environmental & Classroom Management</i>
	Week 2	Intro to Behavior Mgmt and PBIS	Due: Case Study Activity 1 * <i>Scavenger Hunt</i>
	Week 3 Feb 1	Theoretical Models	Due: Case Study Activity 2 * <i>Classroom Planning & Organization (Floor Plan) Draft</i>
	Week 4	Preventing Challenging Behavior through School-wide PBIS	Due: Case Study Activity 3
	Week 5	Preventing Challenging Behavior through Rules and Procedures	Due: Case Study Activity 4
	Week 6	Preventing Challenging Behavior through Effective Use of Scheduling Climate and Classroom Planning & Organization	Due: Case Study Activity 5 * <i>Classroom Expectations Draft</i> ** Portfolio Check Point 1
Human Agent Management	Week 7 Mar 1	Preventing Challenging Behavior through High Quality Instruction	Due: Case Study Activity 6 * Quiz 1
	Week 8	Preventing Challenging Behavior through Behavior Monitoring FBA – FBA & IDEA, Collecting Data, Types, Hypothesis, Competing Pathways	Due: Case Study Activity 7 * Seven International Emotions
	Week 9	NO SCHOOL	* Mental Health Characteristics
	Week 10	Providing Support through Social Skills Instruction	Due: Case Study Activity 8 * <i>Social Skills Teaching Script</i>
	Week 11	Preventing Challenging Behavior through Reinforcement: Intro to Reinforcement	Due: Case Study Activity 9 * Portfolio Check Point
	Week 12 Apr 5	Preventing Challenging Behavior through Specific Reinforcement Applications	Due: <i>Behavior Management Program</i> Due: Case Study Activity 10 * <i>Parent/Peer Demonstration</i>
	Week 13	Managing Challenging by Using Behavioral Reductive Interventions (Positive and Negative Reinforcement)	
	Week 14	NO CLASS	* Case Study Activity 11 & 12
	Week 15	NO CLASS	
	Week 16 May 3	Final's Week	Due: <i>Extro Activity</i> Due: <i>Case Study (except 11/12)</i> Due: <i>Literature Review</i> Due: <i>Whole Brain Notebook</i> Due: <i>Course Portfolio</i>
	Week 17	FINAL'S WEEK	