OFFICIAL SYLLABUS

DISCIPLINE: EDSP
COURSE: 670

A. Catalog Entry

EDSP 670: Proactive Classroom Management and Advanced Positive Behavior Support (Pro Clss Mgmt & Adv PBS)

(3) Three hours lecture

Prerequisites: graduate standing; EDSP 360, 361 or 651

This course provides the prospective educator with the background and skills necessary to effectively manage the classroom environment, conduct functional behavior assessments regarding difficult behavior, and design and implement individual positive behavior support plans and social skills programs for students with disabilities. Related topics include functional behavioral analysis, positive behavioral supports, student motivation, age appropriateness, problem solving, awareness of commercially prepared resources, and collaboration with families and professionals in designing behavior intervention plans.

B. Detailed Description of Content of Course

The prospective educator is provided with the background and skills necessary to effectively manage the classroom environment, conduct functional behavior assessments regarding difficult behavior, and design and implement individual positive behavior support plans and social skills programs for students with disabilities using techniques that are appropriate to the age of the child. The course addresses diverse approaches based upon behavioral, cognitive, affective, social and ecological theory and practice. Topics include:

- Theoretical constructs
- Student motivation
- Effective preventative, instructional, and reactive techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms and standards
- Rules of the educational environment
- Reinforcement techniques and their application to teaching
- Implementing effective rules and routines
- Effective school wide discipline
- Crisis management
- Evaluating the effectiveness of support plans.

C. Detailed Description of Conduct of Course

This course is conducted with emphasis on practical application of the subject matter through student participation and discussion, individual and group projects and presentations, field experiences, textbook and journal article reading, videos, and lectures.

D. Goals and Objectives of the Course

Goals, objectives, and assignments in this class address NCATE Standard 1c Professional and Pedagogical Knowledge and Skills, the Council for Exceptional Children (CEC) Knowledge and Skill Standards, the Virginia Department of Education teacher licensure competencies, and Virginia’s Early Childhood Special Education Competency 5. Code for CEC Standards: CC = Common Core; GC = General Curriculum. Code for VADOE Standards: VGC = Virginia’s General Curriculum; and VPS = Virginia’s Professional Studies.

Upon completion of this course the student will demonstrate understanding of/ability to:

1. Laws, policies, and ethical principles regarding behavior management planning and implementation (CC1K2)
2. Models and theories of deviance and behavior problems and theories of reinforcement techniques in serving individuals with disabilities (GC1K2 & GC1K9)
3. Use procedures to increase the individual’s self-awareness, self-management, self-control, self-reliance, and self-esteem, and teach individuals with disabilities to give and receive meaningful feedback from peers and adults (CC4S5 & GC5S4).
4. Use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with disabilities (GC4S9, VGC2c & VPS3).
5. The demands of learning environments, teacher attitudes and behaviors that influence behavior, basic classroom management theories, and strategies for individuals with exceptional learning needs; and plan for and use effective management of teaching an learning (CC5K1, CC5K2, CC5K3, CC5K4, CC5S10, VGC2c & VPS3)
6. Social skills needed for educational and other environments and identify realistic expectations for personal and social behavior in various settings (CC5K5 & CC5S2).
7. Strategies for crisis prevention and intervention (CC5K6 & VGC2c).

8. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued, and use performance date and information from stakeholders to provide adaptation of the physical environment to provide optimal learning opportunities for individuals with disabilities and to assist in managing behaviors (GC5K2, CC5S1, CC5S5, CC5S6, VGC2c & VPS3).

9. Establish and maintain rapport with individuals with and without exceptional learning needs and use skills in problem-solving and conflict resolution (CC5S7 & GC5S5).

10. Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs including planning and implementing individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior (CC5S11, GC7S1, & VGC2c).

11. Design and manage a consistent classroom routine for individuals with and without disabilities (CC5S12 & GC5S6).

12. Integrate academic instruction and behavior management for individuals and groups with disabilities (GC7K1).

E. Assessment Measures

1. Class participation

2. Field interviews/activities including data collection necessary to conduct a functional behavioral assessment

3. Individual and group projects including conducting a functional behavioral assessment in order to develop a positive behavior support plan around one individual which is an NCATE candidate performance assessment.

4. Class presentations

5. Reflective writing

F. Other Course Information

None