SED 532 Fall 2016
Behavior Management and Intervention

Prerequisites: SED 402 or SED 500

Instructor: Gretchen Scheibel, MS, OTR/L, BCBA
Email: Gretchen.Scheibel@maine.edu
Office Hours: Available via email 8am-4pm Mon-Fri, phone conference as requested.
Tel: 207-593-2393

Course Description: This course provides an opportunity to explore issues and strategies related to behavior management and intervention in Pre-K – 12 classrooms and special education programs. A variety of approaches will be explored with a particular focus on those most relevant to the needs of students with disabilities, including those with emotional and behavioral disorders. In addition we will examine elements of school wide and classroom discipline, applied behavior analysis, functional assessment interviews, direct observation strategies, and psycho-educational interventions as means of teaching and reinforcing use of pro-social behaviors and self-management of mal-adaptive behaviors. 3 credits

*Supplemental readings will be posted to Google Site*

Course Meeting Time: Wednesday 5-6pm as noted on course overview Adobe Connect Website: https://meet.maine.edu/sed532/

Learning Format: A variety of learning opportunities will be provided, including any of the following: recorded lectures, Adobe Connect, Google Site discussion forums, assigned readings, online modules, study quizzes, and comprehensive projects. In addition, each participant will be asked to reflect on the course material in light of his or her own experience working with children and youth in school and community settings.

Basic Expectations: The basic assumption of this course is that learning results from a continuing process of focused discussion and the application and evaluation of new knowledge. This will take many forms, including activities that require reading, writing, discussing, and applying major concepts and practices related to behavioral management and behavioral intervention. All participants are expected to master the principles of
preventative behavioral support and intervention, and those evidence-based practices that are identified and discussed as the course progresses.

Conceptual Framework:
Reflective Practice serves as the centerpiece of the conceptual framework and one of the COEHD’s Core Principles for teacher preparation at University of Maine. The reflective teacher is one who seriously acknowledges the complexity of the classroom learning environment and seeks to understand how certain interrelated variables in their particular classroom setting affects student learning. The reflective teacher does this by analyzing and evaluating the effect specific curriculum, instruction, and assessment practices will have on their students. Through such analysis the teacher will be able to create a learning environment that is most appropriate for their group of students.

Reflective practice, as one of the core principles, serves as an overarching theme for the COEHD. The other core principles, “Dedication to Teaching and Learning,” “Synthesis of Theory and Practice,” and “Collaboration and Mentoring,” are developed in the COEHD’s required professional courses through curriculum, instruction, and assessment practices that promote the knowledge, skills, and dispositions relevant to a reflective practitioner.

SED 532 Behavior Management and Interventions specifically addresses these themes in the outlined student learning objectives.

Diversity:
Ours is a diverse nation founded upon the protection of rights and liberties regardless of race, ethnicity, socio-economic status, gender, religion, exceptionalities, language, and sexual orientation. The Council for the Accreditation of Educator Preparation (CAEP), identifies these identity groups, along with geographic region, in its definition of diversity and expects that diversity will be a pervasive characteristic of any quality preparation program. Other identity groups include, but are limited to, age, community, family status, institutional affiliations, political beliefs, personality styles, interests, and abilities. Schooling, especially public schooling, continues to have a central role in educating our nation’s citizens for life in this diverse and pluralistic society. Choosing to teach in public schools means accepting the moral and ethical responsibilities inherent in building a strong democratic republic. In this course you will have many opportunities to examine your beliefs regarding diversity and the challenges of providing equitable and fair educational opportunities for all.

Technology: Access to UMaine gmail account, Adobe Connect, Fogler Library database, PowerPoint™, and the Internet are required for this course. If you need assistance with technology, please contact the UMaine IT Help Desk: 581-2506 or email: help.center@umit.maine.edu

A Few Beginning Ground Rules: The expression of different opinions and exploration of different views is encouraged and will be respected by the instructor and all students.
enrolled in this course. Participants must guard against violations of other’s privacy. Rules of confidentiality that apply to school situations can easily be breached in discussions about intervention and behavior. In the process of discussing the application of all methods addressed in this course, “real-world” examples will be used. It is critical that no identifying information regarding districts, schools, teachers, parents, or guardians be divulged.

**Student Learning Outcomes:** Upon successful completion of the course, participants will build skills and confidence in using behavioral assessments and interventions. Specifically, students will:

- Consider student behavior using a strength-based, ethical and evidence-based approach.
- Create a proactive learning environment through universal level supports and targeted interventions, including: establishing rules and procedures, effective use of environmental controls and utilization of high quality instruction.
- Complete a Functional Behavior Assessment to identify maladaptive behavioral function, positive behaviors to strengthen and functionally equivalent replacement behaviors by.
- Target individual maladaptive behaviors with a Positive Behavior Support Plan, utilizing positive behavior skill instruction and functionally relevant behavioral interventions.

**Course Requirements and Grading:** Total Points: 100

*Note: Many of the course requirements are aligned to provide opportunities for participants to further develop their competencies in creating Learning Environments, the 3rd Maine Common Core Teaching Standards (INTASC & ISTE Standards-T).*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>1. Weekly Chapter Study Quiz (Weeks 1-13)</td>
<td>12</td>
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<tr>
<td>3. Classroom Behavior Matrix &amp; Teaching Guide</td>
<td>10</td>
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<td>5. Functional Behavior Assessment</td>
<td>22</td>
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<tr>
<td>6. Positive Behavior Intervention Plan</td>
<td>22</td>
</tr>
<tr>
<td>7. Self Assessment Reflection Paper</td>
<td>14</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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**Criteria for Final Grade**

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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<tr>
<td>B</td>
<td>83-85</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>76-79</td>
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<td>C</td>
<td>73-75</td>
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<td>C-</td>
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<td>D+</td>
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<td>D-</td>
<td>60-62</td>
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**CAREFULLY READ THE DESCRIPTION** to ensure each component of an assignment is addressed. General guidelines for assignments:

- Include your name, project title, and date at the top of your assignment.
- All Reflection Papers are required to be in APA format with adequately cited references and all assignments should be submitted electronically to instructor’s email in a word document.
- When submitting to my email, include the course number, your last name, and the assignment in the subject line.
- Students should retain a personal copy of assignments.

<table>
<thead>
<tr>
<th>UMaine Proficiency</th>
<th>Interstate Teacher Assessment and Support Consortium (InTASC)</th>
<th>How Assessed</th>
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<tbody>
<tr>
<td>#9: Creates and maintains a classroom environment and encourages learning</td>
<td>#3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive, social interaction, active engagement in learning, and self-motivation.</td>
<td>Candidates complete a classroom behavior matrix, a functional assessment of behavior and behavior support plan to promote and support a proactive and positive student learning and social/emotional development.</td>
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<tr>
<td>#11: Demonstrates an awareness of and commitment to ethical and legal responsibilities of a teacher.</td>
<td>#9 Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of the learner.</td>
<td>Candidates complete a functional behavior assessment and develop a positive behavior intervention plan which require candidates to adhere to ethical and legal guidelines in the selection of a target behavior and appropriate behavioral interventions.</td>
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<td>#13: Recognizes the individual and group differences in their students and families and cultures, builds positive relationships and supportive interactions, and adjusts practice accordingly so that all students can learn.</td>
<td>#2 Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>Candidates complete a functional assessment of behavior and develop an intervention plan based on individual student strengths and needs to promote and support student learning and social/emotional development.</td>
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**Tk-20 Online Data Management System**

Electronic Submission:
Your requirements in this course will include the electronic submission of specific key assignment artifacts using the Tk-20 system. All students enrolled in degree programs that receive accreditation from CAEP are required to have a Tk-20 account and upload key assessments. **Failure to upload key assessments into Tk-20 will result in an incomplete for the course.**

Additional information will be provided in classes that have assessments as well on the Tk-20 link on the College of Education and Human Development Website. [http://umaine.edu/edhd/](http://umaine.edu/edhd/)

**The “non-graded” post-assessment and TK-20 key assessments are your “tickets out the door” and required to receive an overall passing grade in SED 532 Behavior Management and Intervention.**
UNIVERSITY POLICIES

Course Schedule Disclaimer (Disruption Clause): In the event of disruption of normal classroom activities due to unforeseen circumstances (e.g., H1N1), the format for this course may be modified to enable completion of the course (for example, the course may be delivered online). In that event, you will be provided an addendum to this syllabus that will supersede this version.

Students with Disabilities Statement: If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Confidentiality Statement: All academic records of students are maintained in the highest of confidence as directed by FERPA (Family Educational Rights and Privacy Act). For more information on the University of Maine FERPA Policy, please click on the following link: http://catalog.umaine.edu/content.php?catoid=50&navoid=1001

Academic Honesty: Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Sexual Discrimination Reporting: The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For confidential resources on campus: Counseling Center: 207-581-1392 or Cutler Health Center: at 207-581-4000.
For confidential resources off campus: Rape Response Services: 1-800-310-0000 or Spruce Run: 1-800-863-9909.

Other resources: The resources listed below can offer support but may have to report the incident to others who can help:

For support services on campus: Office of Sexual Assault & Violence Prevention: 207-581-1406, Office of Community Standards: 207-581-1409,
University of Maine Police: 207-581-4040 or 911. Or see the OSAVP website for a complete list of services at http://www.umaine.edu/osavp/

**Incomplete Grades:** I, for “Incomplete.” This grade means that, in consultation with the student, the instructor has postponed the assignment of a final grade to allow the student to complete specific work not turned in before the end of the semester. Instructors assign the “I” grade only when they are persuaded that events beyond the student’s control prevented the completion of assigned work on time and when the student has participated in more than 50% of the class.

Source: https://studentrecords.umaine.edu/files/2013/03/2012-2013-Undergraduate-Catalog.pdf

**Non-Discrimination and Non-Sexist Language**

The University of Maine does not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran status. Questions and complaints about discrimination should be directed to the Director of Equal Opportunity, 101 North Stevens Hall, 581-1226.

The University of Maine has made a firm public commitment to non-sexist language in all its classrooms and communications. This course will put that policy into practice by using both masculine and feminine terms, where both genders are intended, rather than so-called generic masculine terms. For further information, see http://www.umaine.edu/womensstudies/home/non-sexist-language-policy/

**Use of Electronic Communications:** All users at the University of Maine are expected to use network systems with proper regard for the rights of others and the University. For more information on the University of Maine Electronic Communications Policy, please click on the following link http://www.umaine.edu/it/policies/communication.php

**Syllabus Revisions:** Please note, this syllabus is subject to change depending on unforeseen circumstances, student learning needs, and/or professional judgment of the instructors.
### Assignments

1. Weekly Chapter Study Quiz (Weeks 1-13)  
   
2. Reflection Paper: Foundations and Principles  
   
3. Classroom Behavior Matrix & Teaching Guide  
   
4. Ethics Paper: Identifying a Target Behavior  
   
5. Functional Behavior Assessment  
   
6. Positive Behavior Intervention Plan  
   
7. Self Assessment Reflection Paper  

**Total 100 points**

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**SED 532**  
**Behavior Management & Interventions**  
**Fall 2016**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
<th>Meeting</th>
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<tbody>
<tr>
<td>1</td>
<td>8/29-9/3</td>
<td>Curricular Threads: Strength Based, Ethical and Evidence-Based Thinking</td>
<td>Chapter 1</td>
<td>Chapter 1 Quiz</td>
<td>8/31 5-7pm</td>
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<tr>
<td>2</td>
<td>9/4-9/10</td>
<td>Foundations of Behavior Management</td>
<td>Chapter 2</td>
<td>Chapter 2 Quiz</td>
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<td>3</td>
<td>9/11-9/17</td>
<td>Prevention: Large Group Behavioral Interventions</td>
<td>Chapter 3</td>
<td>Chapter 3 Quiz Reflection Paper</td>
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<td>4</td>
<td>9/18-9/24</td>
<td>Prevention: Establishing Rules &amp; Procedures</td>
<td>Chapter 4</td>
<td>Chapter 4 Quiz Behavioral Matrix</td>
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<td>5</td>
<td>9/25-10/1</td>
<td>Prevention: Environmental Controls</td>
<td>Chapter 5</td>
<td>Chapter 5 Quiz</td>
<td>9/25 5-7 pm</td>
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<td>6</td>
<td>10/2-10/8</td>
<td>Prevention: High Quality Instruction</td>
<td>Chapter 6</td>
<td>Chapter 6 Quiz</td>
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<td>7</td>
<td>10/9-10/15</td>
<td>FBA: Data Collection</td>
<td>Chapter 7</td>
<td>Chapter 7 Quiz Ethics Paper &amp; Data Collection Sheet</td>
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<tr>
<td>8</td>
<td>10/16-10/22</td>
<td>FBA: Procedures</td>
<td>Chapter 8</td>
<td>Chapter 8 Quiz Initiate FBA</td>
<td>10/19 5-7pm</td>
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<tr>
<td>9</td>
<td>10/23-10/29</td>
<td>Intervention: Positive Skill Instruction</td>
<td>Chapter 9</td>
<td>Chapter 9 Quiz</td>
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<td>10</td>
<td>10/30-11/5</td>
<td>Intervention: Reinforcement</td>
<td>Chapter 10</td>
<td>Chapter 10 Quiz</td>
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<tr>
<td>11</td>
<td>11/6-11/12</td>
<td>Intervention: Increasing Behavior</td>
<td>Chapter 11</td>
<td>Chapter 11 Quiz</td>
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<tr>
<td>12</td>
<td>11/13-11/19</td>
<td>Intervention: Decreasing Behavior</td>
<td>Chapter 12</td>
<td>Chapter 12 Quiz FBA Report</td>
<td>11/16 5-6</td>
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<tr>
<td>13</td>
<td>11/20-11/26</td>
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<td>PBIP</td>
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<td>14</td>
<td>11/27-12/3</td>
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<tr>
<td>15</td>
<td>12/4-12/10</td>
<td>Self Assessment</td>
<td></td>
<td>Self Assessment</td>
<td>TBD</td>
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</tbody>
</table>

**Remember to complete Self Assessment at the end of each chapter**
Assignment Scoring Rubrics

### Weekly Chapter Study Quiz
Complete each quiz (quiz questions are posted each week on SED 532 Google Site)
1 point for each quiz scoring above 80% = 13 points total

### Reflection Paper
Write a 2-3 page Reflection Paper addressing the questions below:
1. Using the “Introduction to Positive Behavior Interventions and Supports Self Assessment Form” reflection on your incorporation of each behavioral assumption into your daily practice as an educator. Which assumptions are a relative strength for you? What can you improve upon?

### Classroom Behavior Matrix
Assignment: Identify 3-4 Behavioral Expectations for your classroom and create a matrix of behavioral examples for pertinent environment. See example on SED 532 Google Site

- Behavioral Expectations using original language 1 point
- All necessary environments are identified 1 point
- Positive Language is utilized throughout 3 points
- Language utilized is appropriate for students 3 points
- Examples are applicable to students 2 points

Total /10

### Ethics Paper: Identifying A Target Behavior
Assignment: Write a 2-3 page Reflection Paper addressing the ethical considerations involved when selecting a behavior to change using the guide:

1. Identify a maladaptive behavior to target for change and provide an operational definition.
2. What impact does this behavior have on the student and other’s in the student’s life?
3. Will changing this behavior remove an opportunity for the student to communicate dissatisfaction, boredom or frustration? If so, is the behavior being removed for staff convenience?
4. What preventative strategies have already been utilized? Do you know why they failed?
5. What positive behaviors or skills is this student missing that would reduce the student’s need to utilize this behavior?
6. How will you collect data on this behavior?

Total /10
### Functional Behavior Assessment

Assignment: Follow the Functional Behavior Assessment procedure outlined in Chapter 8 to complete a FBA on the target behavior identified in the ethics paper. Utilize template provided on SED 532 Google Site.

- **Background Information:** information should identify student strengths, target behaviors, outline methods of data collection utilized, intervention history and relevant medical, education and family history. /3

- **Essential Components:** each component should be clearly identified and fully investigated:
  - Environmental Supports
  - Setting Events
  - Antecedents
  - Behavior
  - Consequences /10

- **Data Collection:** data collected should be appropriate for the behavior measured, environment and displayed using a visual format. /10

- **Behavioral Pathway:** identify positive behavior and appropriate alternative behavior. /1

- **Conclusion:** information should include hypothetical functional of behavior, statement regarding the negative impact of the behavior on the student and environment and recommendations for intervention planning. /3

Total /22

### Positive Behavior Intervention & Support Plan

Assignment: Complete a Positive Behavior Intervention & Support Plan with the information gained in the FBA. Utilize template provided on SED 532 Google Site.

- **Environmental Supports:** information clearly outlines ways the environment can be changed to support and encourage positive behavior. /3

- **Proactive Strategies:** information clearly identifies evidence-based strategies that can be proactively utilized to address setting events and antecedents. /3

- **Positive Behavior Skill Instruction:** information clearly identifies positive behaviors to be taught and evidence-based strategies that utilize student strengths to proactively and explicitly teach positive behaviors. /6

- **Reinforcement of Positive Behaviors:** information clearly utilizes student strengths to consistently reinforce exhibition of positive behaviors using an evidence-based intervention. /6

- **Responding to negative behaviors:** information clearly outlines a response plan utilizing ethical application of evidence based behavior reduction interventions and prioritizing least restrictive interventions and constructive responding. /4

Total /22
Self Assessment Reflection Paper

Assignment: Write a 3-5 page Reflection Paper addressing the questions below for each section.

A) Foundations & Principles:
   1. Retake the Self Assessment Form from this section, display your progress using a visual display.
   2. How did your perspectives on behavior management change throughout the course?
   3. How will you incorporate this information into your daily practice as an educator?

B) Prevention:
   1. Retake the Self Assessment Forms from this section, display your progress using a visual display.
   2. What were your 2 biggest “take aways” from this section? How did these “take aways” change your behavior as an educator?
   3. How will you incorporate this information into your daily practice as an educator? Have you already begun to do so?

C) Assessment:
   1. How did your perspective on functional behavior assessment change throughout the course?
   2. What were your 2 biggest “take aways” from this section? How did these “take aways” change your behavior as an educator?
   3. How will you incorporate this information into your daily practice as an educator? Have you already begun to do so?

D) Intervention:
   1. Present the data collected related to your Positive Behavior Intervention & Supports Plan using visual display.
   2. What is going well?
   3. What challenges have arisen and what changes to the plan can be made to address these challenges?
   4. What did you learn about this student?
   5. How will you fade this plan out?

Total /14