Preventing Inquiring Educators for Diverse Settings: Knowledge, Application, Dispositions

A. Course Title: SPC 3540  Behavior Management in Diverse Educational Settings
   Credits:  3

   *This course contains a critical assessment

B. Course Description: This course focuses on creating learning environments that foster learning, safety, positive dispositions, social interactions and acceptance of diversity. It is based on the ability to understand exceptional conditions and use this knowledge to respond to the behaviors of individuals with special needs. Methods to manage group behavior are presented with emphasis on developing systematic classroom management practices that foster cultural understanding, safety, emotional well being, effective communication, and collaboration. Use of assessment information to identify supports for children whose behaviors disrupt learning is emphasized through Functional Behavioral Assessments, and Behavior Intervention Plans. Observation and recording measures to assess and analyze the communicative intent of inappropriate behaviors are examined, with emphasis placed on strategies to promote self-management that can be generalized to all settings. Collaboration with families, other educators and personnel from community agencies is demonstrated.

C. Prerequisites/ Co-requisites/ Restrictions:
   Prerequisites
   ▪ Completion of general education course work
   ▪ Completion of PSY 110; SOC 101; ANTH 329, SPC 255 - Foundations of Education in a Diverse Society; CIEE 229, Literacy and Learning; CIEE 213, Technology in a Global Society
   ▪ Acceptance into the Special Education/Elementary Education K-5 Dual Certification Program
   ▪ GPA of 2.75
   Co-requisites
   ▪ SPC 352 – School-based Assessment of Diverse Learners
   ▪ SPC 353 - Instructional Management in Diverse and Inclusive Settings
   ▪ SPC 355 - Practicum A and Seminar

D. Course Objectives:

1. Develop a reflective approach to understand challenging behaviors with focus on the causes and goals of misbehavior and the effects that diverse cultural beliefs, values, and norms have on students
2. Interpret behaviors in relation to the social and cultural context within which the behaviors
emerge

3. Create a nurturing environment using positive dispositions where differences are respected, and accomplishments are valued

4. Organize safe physical and psychological settings and instructional procedures necessary for successful classroom management

5. Develop knowledge of legal requirements, e.g., IDEA, NCLB, that pertain to discipline and safe learning environments

6. Develop a repertoire of behavioral strategies that reflect sensitivity to variations in cultural norms, beliefs and values to influence student behavior.

7. Identify observational data and recording methods to collect data to make decisions on the choice of appropriate behavioral objectives in a functional behavior assessment

8. Identify a repertoire of interventions and technology that promote appropriate behavior, and teach pro-social skills to children with challenging behaviors in a behavior intervention plan

E. **Student Learning Outcomes:** The teacher candidate will be able to . . .

1. Identify and describe positive management strategies and instructional techniques to circumvent inappropriate classroom behaviors by writing a classroom management plan.

2. Understand the effects that an exceptional condition can have on an individual’s learning by researching and writing a PLAFP (Present Levels of Academic and Functional Performance).

3. Write a case study of a student including a Functional Behavioral Assessment (FBA) and an analysis of the data to compose a Behavioral Intervention Plan (BIP) that reflects awareness of cultural and linguistic factors. Write a reflection on what areas of the plan will be successful. (critical assessment)

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>CEC</th>
<th>WPU Twenty Competencies</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Management Plan</td>
<td>2,4, 5</td>
<td>7,10,12,13, 14,15,18</td>
<td>2,3,5,6</td>
<td>2, 3, 4, 6, 7, 8</td>
</tr>
<tr>
<td>Development of a PLAFP</td>
<td>2, 4, 5</td>
<td>1,5,8,12,19</td>
<td>4,6,8,9</td>
<td>2, 3, 4, 6, 7, 8</td>
</tr>
<tr>
<td>Written case study of a student with challenging behaviors including development of FBA &amp; BIP</td>
<td>2, 3, 5,7,8,10</td>
<td>1, 5, 7, 10,12,13,14,15, 18</td>
<td>2,4,5,7,9</td>
<td>2, 3, 4, 6, 7, 8</td>
</tr>
</tbody>
</table>

The CEC Standards, New Jersey Professional Teaching Standards, New Jersey Core Curriculum Content Standards, and the College of Education Teaching Competencies can be viewed in full through the following link: [http://www.wpunj.edu/coe/resources/standards.dot](http://www.wpunj.edu/coe/resources/standards.dot)

F. **Course Content:**

1. IDEA 1997 & 2004, NCLB and student discipline
2. Collaboration with colleagues and families of children with challenging behavior, with emphasis on culturally diverse families
3. Theories of motivation and their relationship to behavioral interventions
4. Categorizing interventions from least to most, using a hierarchy of interventions
5. Analyzing causes and communicative functions of challenging behavior in a functional behavior assessment
6. Classroom management strategies to address challenging behaviors, importance of maintaining positive dispositions
7. Selection and use of technology and effective reinforcers to promote appropriate behavior
8. Pro-social skills, e.g., social skills training, problem solving, conflict resolution, anger management

G. Teaching / Learning Methods:
   1. Lecture and Discussion
   2. Blackboard [Bb] discussion to augment lectures
   3. Simulation and role play
   4. Films

H. Student Assessment:
   1. Write a positive classroom management plan that identifies and describes management tactics to circumvent inappropriate classroom behavior. Assessment by rubric. (SLO #1)
   2. Write a PLAFP based on observations and review of records of an individual student in the practicum placement class. (SLO #2)
   3. Write a case study of an individual student with challenging behaviors in the practicum placement class. Conduct a functional behavior assessment and based on the analysis of the function of the target behavior, write a FBA and develop a behavior intervention plan (BIP). Assessed by grading rubric. (SLO #3)

I. Suggested Text/Reading:

J. Bibliography


**Websites:**

Classroom Management Topics Index: http://www.teachnet.com/how-to/manage
Teachers TV: www.teacherstv.com/behavior
Managing Challenging Behavior www.challengingbehavior.org
Positive Behavior Interventions & Support: http://darkwing.uoregon.edu

*This course contains a critical assessment. The attached rubric for each student’s behavior intervention plan must be completed at the end of the semester and forwarded electronically to the program director no later than the date grades are due.*

K. Preparers Name: Jeanne D’Haem
L. Original Department approval date: February 2005
M. Reviser’s name and date: Jeanne D’Haem, December 30, 2010
N. Departmental revision approval date: January 2011

*This course contains a critical assessment. The attached rubric for each student’s behavior intervention plan must be completed at the end of the semester and forwarded electronically to the program director no later than the date grades are due.*
ASSESSMENT 6: Case Study: Behavior Management Plan (Attachment 1)

Section 1: Contextual Factors Report: Observe students in class; identify a student exhibiting problem behavior(s); Conference with cooperating teacher and others including parents to discuss student’s academic performance and behavior and how they are different from normally developing students. Explore any cultural differences and family background. Review any existing assessment data (I.Q. and achievement and evaluate any bias. Compile student information including characteristics of the learner, assessment data and other contextual factors that inform educational decisions.

DIRECTIONS: CASE STUDY CONTEXTUAL FACTORS REPORT

Heading: Write your name, date, how you know this child.

1. Community & School Factors: Visit the school’s website. Read about performance on the state-wide achievement tests on www.greatschools.net. Describe the geographic location of the school. How many students attend and what is the socio-economic, race/ethnicity profile? Describe the political climate and the extent to which there is community support for education. To what extent do community factors impact the learning in the school?

2. Classroom/Home Factors: Describe the number of students or siblings and how the class/home is arranged. Describe physical features, resources (e.g., availability of technology and materials) and the extent of parent involvement. Describe classroom or home routines, rules, consequences and the teacher’s or parent’s style of disciplining.

3. Student Factors: characteristics of individual student: Identify child by first name only and address his/her characteristics that must be considered in designing instruction & assessing learning. Include the following:
   - age, gender, race/ethnicity, primary language, and other characteristics of the learner
   - developmental levels compared with normally developing peers, language and communication issues, motor skills,
   - social-emotional development, describe (do not judge) any behavior problems,

4. Assessment Data
   - If available review individual WISQ, Woodcock Johnson, school and state mandated test results. Interpret data and any bias in test results.
   - observe this child and describe specific achievement levels in both language arts and math
   - Based on existing assessments and your own formal and informal observations what are this child’s abilities/disabilities? Interests?
## Case Study Section 1: Contextual Factors Rubric

<table>
<thead>
<tr>
<th>Knowledge of Community, School and Classroom Factors</th>
<th>Target Score= 3</th>
<th>Acceptable Score = 2</th>
<th>Unacceptable Score= 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC Standard 5</td>
<td>Teacher candidate displays comprehensive knowledge of the characteristics of the community, school, and classroom.</td>
<td>Teacher candidate displays a satisfactory understanding of the characteristics of the community, school, and classroom that may affect learning.</td>
<td>Teacher candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge of Characteristics of Students</th>
<th>Target Score= 3</th>
<th>Acceptable Score = 2</th>
<th>Unacceptable Score= 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC Standard 2</td>
<td>Teacher candidate displays comprehensive and in-depth understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher candidate displays satisfactory understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.</td>
<td>Teacher candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, and abilities/disabilities).</td>
</tr>
<tr>
<td>CEC Standard 3</td>
<td>Teacher candidate displays comprehensive and in-depth understanding of: the effects that an exceptional condition can have on an individual’s learning; and different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td>Teacher candidate displays satisfactory understanding of: the effects that an exceptional condition can have on an individual’s learning; and the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.</td>
<td>Teacher candidate displays minimal, stereotypical, or irrelevant knowledge about: the effects that an exceptional condition can have on an individual’s learning; and the different ways students learn (e.g., learning styles, learning modalities).</td>
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<tr>
<th>Knowledge of Students’ Varied Approaches to Learning</th>
<th>Target Score= 3</th>
<th>Acceptable Score = 2</th>
<th>Unacceptable Score= 1</th>
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</thead>
<tbody>
<tr>
<td>CEC Standard 3</td>
<td>Teacher candidate displays comprehensive understanding of students’ skills and prior learning that may affect learning and understands how individual learning differences provide a foundation upon which to individualize instruction.</td>
<td>Teacher candidate displays satisfactory understanding of students’ skills and prior learning that may affect learning and generally understands how individual learning differences provide a foundation upon which to individualize instruction.</td>
<td>Teacher candidate displays little or irrelevant knowledge of students’ skills and prior learning and does not understand how individual learning differences provide a foundation upon which to individualize instruction.</td>
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<tr>
<th>Knowledge of Students’ Skills And Prior Learning</th>
<th>Target Score= 3</th>
<th>Acceptable Score = 2</th>
<th>Unacceptable Score= 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEC Standard 3</td>
<td>Teacher candidate provides implications for: individualized decision-making, instruction and assessment based on student individual differences and classroom characteristics that are original and in-depth in scope; and long-range individualized instructional plans as well as shorter-range goals and objectives.</td>
<td>Teacher candidate provides satisfactory implications for: individualized decision-making, instruction and assessment based on student individual differences and community, school, and classroom characteristics; and long-range individualized instructional plans as well as shorter-range goals and objectives.</td>
<td>Teacher candidate does not provide implications for: individualized decision-making, instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications; no mention of long-range individualized instructional plans as well as shorter-range goals and objectives.</td>
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<tr>
<th>Implications for Instructional Planning and Assessment</th>
<th>Target Score= 3</th>
<th>Acceptable Score = 2</th>
<th>Unacceptable Score= 1</th>
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<tr>
<td>CEC Standard 7</td>
<td>Teacher candidate provides implications for: individualized decision-making, instruction and assessment based on student individual differences and classroom characteristics that are original and in-depth in scope; and long-range individualized instructional plans as well as shorter-range goals and objectives.</td>
<td>Teacher candidate provides satisfactory implications for: individualized decision-making, instruction and assessment based on student individual differences and community, school, and classroom characteristics; and long-range individualized instructional plans as well as shorter-range goals and objectives.</td>
<td>Teacher candidate does not provide implications for: individualized decision-making, instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications; no mention of long-range individualized instructional plans as well as shorter-range goals and objectives.</td>
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**Total Rubric Average Score**

Enter on BIP rubric
CRITICAL ASSESSMENT #6: Case Study: Behavior Management Plan

Program Name TSD Rater’s Name Date Completed
Assessment # 6 Assessment Title Functional Behavior Assessment and Behavior Intervention Plan
Course or Placement of Assessment in Program: SPC 564 Section# Semester Completed

RUBRIC SCORES (Elements)

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Contextual Information</th>
<th>Target Behavior</th>
<th>Functional Behavior Assessment</th>
<th>Replacement Behavior</th>
<th>Behavior Intervention Plan</th>
<th>Critique</th>
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Rate each of the six elements of the Case Study FBA/BIP
Target = T Acceptable= A Unacceptable = U