WILLIAM PATERSON UNIVERSITY  
College of Education  
Department of Special Education and Counseling  

COURSE OF STUDY  

Theme: Preparing Inquiring Educators for Diverse Settings: 
Knowledge, Application, Dispositions  

A. **Course Title:** SPC 5640: Managing Challenging Behaviors in Diverse Settings 
   **Credits:** 3  

B. **Course Description:** This course focuses on creating learning environments that foster 
   learning, safety, positive social interactions and acceptance of diversity consistent with CEC 
   Common Core Knowledge and Skills and the Career Education and Consumer, Family, and 
   Life Skills standards in the NJ CCCS. 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 also demonstrated.  

C. **Prerequisites:** None  

D. **Course Objectives:** Teacher Candidates will . . .  
   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 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 awareness of the effects that dysfunctional behavior has on learning  
   7. Develop understanding of how the responsibility for shaping behavior is shared by teacher 
      and student through the exploration of theories of Humanism and Behaviorism  
   8. Identify standards for classroom behavior and the procedures for teaching the routines that 
      students need to follow during instruction and transition
9. Select learning activities that engage students’ attention and cooperation
10. Respond to misbehavior with the least intensive intervention consistent with the needs of student
11. Develop a repertoire of behavioral strategies that reflect sensitivity to variations in cultural norms, beliefs and values to influence student behavior.
12. Identify observational data and recording methods to collect data to make decisions on the choice of appropriate behavioral objectives
13. Identify naturally-occurring antecedents and consequences that can be modified to address challenging behaviors
14. Identify a repertoire of interventions to promote appropriate behavior, and teach pro-social skills to children with challenging behaviors
15. Display knowledge of the components of Functional Behavior Assessments and Behavior Intervention Plans
16. Work collaboratively with professionals and parents to resolve behavioral issues
17. Develop awareness of strategies to deal with students in crisis

E. Teacher Candidate Learning Outcomes: The Teacher Candidate will . . .
   1. Identify and describe positive management strategies and instructional techniques to circumvent inappropriate classroom behaviors.
   2. Understand the effects that an exceptional condition can have on an individual’s learning by researching and writing a Present Level of Functional Performance.
   3. CEC Critical Assessment #6: Addressed CEC Standards # 2, 3, 5, 7, 8, 10
      Conduct a case study of a student including a Conceptual Framework, Functional Behavioral Assessment and analyzing the student learning data to create a Behavioral Intervention Plan that reflects awareness of cultural and linguistic factors. Write a reflection on what areas of the plan will be successful.

<table>
<thead>
<tr>
<th>Teacher Candidate Learning Outcomes</th>
<th>CEC</th>
<th>WPU Twenty Competencies</th>
<th>NJ PTS</th>
<th>NJ CCCS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 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>2. 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>3. Case study of an individual with challenging behaviors development of Conceptual Framework, 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>
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</tbody>
</table>

F Course Content:
   1. Role of instruction in promoting appropriate behavior
2. Students’ basic psychological needs
3. Classroom procedures to guide behavior during instruction and transitions
4. Theories of motivation and their relationship to behavioral interventions
5. Selection and use of effective reinforcement to promote appropriate behavior
6. Communication techniques, positive teacher-student and teacher/parent relationships
7. Categorizing interventions from least to most, using a hierarchy of interventions
8. Responses to violations of rules and procedures
9. Classroom management strategies to address challenging behaviors: positive behavior supports
10. Analyzing causes and communicative functions of challenging behavior
11. Functional Behavioral Assessments, e.g., ABC analysis, anecdotal records, time and event sampling, interviews
12. Pro-social skills, e.g., social skills training, problem solving, conflict resolution, anger management
13. Collaboration with colleagues and families of children with challenging behavior, with emphasis on culturally diverse families
14. IDEA 1997 & 2004, NCLB and student discipline

G. Teaching / Learning Methods:
   ▪ Lecture and Discussion
   ▪ Blackboard [Bb] technology to augment lectures
   ▪ Simulation
   ▪ Films
   ▪ Guest speakers

H. Performance Based Assessment Procedures:
   1. Positive classroom management plan that identifies and describes management tactics to circumvent inappropriate classroom behaviors as assessed on a rubric. (SLO#1)
   2. Case study including PLAFP, Functional Behavior Assessment and Individualized Behavior Intervention plan as assessed on a rubric (SLO#2)
   3. Test grades (SLO#1,2,3)


Bibliography:


**Websites:**

Classroom Management Topics Index: [http://www.teachnet.com/how-to/manage/](http://www.teachnet.com/how-to/manage/)

**Preparer’s Name:** Jeanne D’Haem

**Department Approval Date:** February 2005

**Current Preparer’s Name(s):** Jeanne D’Haem

**Current Department Approval Date:** January 2011
CRITICAL ASSESSMENT #6: Case Study: Behavior Management Plan

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>
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<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 CEC Standard 3</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, abilities/disabilities).</td>
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</tbody>
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<thead>
<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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<tbody>
<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 the 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’ 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 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>Implications for Instructional Planning and Assessment</th>
<th>Target Score= 3</th>
<th>Acceptable Score = 2</th>
<th>Unacceptable Score= 1</th>
</tr>
</thead>
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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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