

# UTTC Teacher Education

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Syllabus

## EDU 335 Behavior Management: Impairment to Intervention

### Course Information

Credits: 3

Year / Term: Spring 2016

Class Location / Room: ED B02

Days / Time: MWF 1:00 p.m. –1:50 p.m.

### Instructor Information

Instructor: Leah Hamann, M.Ed.

Phone: 701.221.1380

Office Location: ED 112 Main Floor

Office Hours: By Arrangement

E-Mail: lhamann@uttc.edu

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### **SPRING 2016**

January 11	Spring 2016 UTTC Classes Begin
January 15	Last day to enroll/register for Spring 2016 Classes
January 18	Martin Luther King Day (No Classes)
January 22	Last day to add and/or drop classes without a record (Census Date)
February 15	President's Day (No Classes)
March 8-10	Mid-term Exams
March 11	Mid-term Grades Due
March 14-16	AIHEC Conference
March 14-18	Spring Break
March 23	Career & College Fair
March 25	Good Friday (No Classes)
March 28	Holiday (No Classes)
April 4	Pre-Registration for Summer and/or Fall Semester
April 8	Last day to withdraw from one or more classes with a 'W' grade
May 4-6	Final Exams
May 9	Final Grades Due
May 13	UTTC Spring 2016 Commencement

### **Required Textbooks:**

Bauer, A.M & Shea, T.M. (2012). *Behavior Management: A Practical Approach for Educators*. Pearson. ISBN-13: 978013708504.

### **Course Description:**

This course provides teacher candidates with an overview of functional behavior assessment strategies effective with children in Pre-K-Grade 6 educational settings. The course addresses behaviors typically associated with attention deficit/hyperactivity disorder, Autism Spectrum Disorders, emotional disorders and other related conditions. Candidates will learn and practice strategies for conducting behavioral assessments, response to intervention, and how to promote generalization and maintenance of learned positive behaviors. The course will also emphasize consultation and collaboration with families, school personnel and related services personnel as required by the Individuals with Disabilities Education Improvement Act. (Pre-requisite: EDU 200 and EDU 205)

**Course Student Outcomes:**

Based on [Council for Exceptional Children \(CEC\) Standards](#): Standards 2, 3, 5, 6, 9 and 10

Candidates will demonstrate the following knowledge and skills:	<i>Assessment</i>
1. Understanding of innovative behavior management strategies.	Review Lessons for Chapters Class expectations
2. Practice/ Conduct a behavior assessment.	ABC assessment Baseline data collection
3. Become familiar with RTI and its integration into area schools.	Completed IRIS Module Classroom observations
4. Develop behavior plan/contract for an individual or class	Behavior Contract Behavior logs
5. Understand and utilized positive behavior approaches in a classroom setting.	Classroom and student observations
6. Become familiar with bully-free strategies for schools, parents, and students	Brochure
7. Collect numerous positive approaches to classroom management (i.e. transitions, expectations, routines, schedules, etc)	Midterm choice board presentation Final presentation and Behavior Management Binder

**ELEMENTARY EDUCATION STANDARDS & OUTCOMES**

**UTTC Teacher Education Unit Program Outcome Assessment**

Outcome 5: To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9).

**North Dakota ESPB Teacher Standards Related to Course Objectives**  
50015.4 Assessment

**Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2016)**

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.4 - Assessment	Conducting a behavior assessment	ABC Assessment
Program Outcome 5: Reflective Practice: To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process	Mid-term projects and presentation	Choice Board and Reward Jar/Box

## United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the Division's conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

### **Program Outcomes:**

1. To provide the content knowledge necessary for effective teaching and learning (Core Beliefs 3 and 5; Relevance, Responsibility; INTASC Standards 1 and 7);
2. To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 2, 4, 5, 6 and 8);
3. To use technology as a means of transforming teaching and learning, infusing it across the curricula (Core Belief 5; Relevance, Responsibility; INTASC Standards 2, 3 and 6);
4. To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 3, 4 and 7);
5. To encourage reflective practice as a means by which professional educators continually improve the teaching and learning process (Core Beliefs 1 and 2; Relevance, Responsibility; INTASC Standards 8 and 9); and
6. To develop effective communication skills so that viable partnerships between colleagues, students, and families can be nurtured (Core Beliefs 1 and 4; Relatedness, Respect, Responsibility; INTASC Standards 7, 9 and 10).

## DESCRIPTION OF ASSIGNMENTS AND RUBRICS

☑ **Reflection Logs and Comprehension/Review Questions:** Reading logs and comprehension/review questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings. Reflection will be related to any or all of the following material: (1) lecture (2) discussion/discussion starters (3) media presentation (4) classroom exercises (5) guest speaker.

☑ **Assessments:**

Periodically teacher candidates will be assessed of their understanding of information related to the course.

☑ **Bulletin Board: Classroom Management Expectations:**

Teacher candidates will create an interactive classroom expectations bulletin board that is grade level appropriate and consists of five positively stated expectations.

☑ **Classroom Observations:**

Teacher candidates will be required to complete four (4) hours of observation within an early childhood or elementary education classroom. Each observation will be tied to an aspect of behavioral management.

☑ **Service-Learning Assignment:**

Each teacher candidate will be responsible for participating in a teacher education UTTC Teacher Education Student Professional Education Council sponsored event. (TaskStream Artifact)

A reflection paper of the overall experience will be generated by the teacher candidate that shares their overall experience that includes:

- ✓ The role(s) that the candidate held during the event.
- ✓ A highlighted moment that they observed or were engaged in during the event.
- ✓ Reflection of their experience that outlines what knowledge they gained from participating in the event

🌀 **Midterm: Choice Board and Reward Jar/Box:** Teacher candidates will construct a choice board that will be utilized when elementary students completed assigned tasks prior to their peers. The choice board will consist of 8 academic activities that are grade level appropriate and can be completed by the students independently. A two fold presentation board will be required to post the activities. (TaskStream Artifact)

In addition, candidates will create one reward/jar or box that they envision implementing in their future classroom. The physical item must be presented in completion with a one paragraph narrative describing how they will incorporate the reward system into their behavior management plan. (TaskStream Artifact)



**Final: Behavior Management Collection Binder:**

Throughout the course of the semester teacher candidates will research, collect, and present behavior management related resources with their colleagues. Hard copies of each document will be copied by the teacher candidate and given to each course mate and instructor. Upon the end of the semester, candidates will be held accountable for organizing a three ring binder that has the following 9 tabs with the colleagues' shared documents housed within the binder.

- |   |  |
|---|--|
| 1. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Behavior Charts                          | 6. <input type="checkbox"/> Articles – Strategies/Tips for Teachers (Student Behaviors)  |
| 2. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Behavior Contracts                       | 7. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Behavior/Classroom Management Blogsites |
| 3. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Rewards/Certificates                     | 8. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Motivating Students                     |
| 4. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Behavior Management Bulletin Board Ideas | 9. Other (additional information provided by the instructor)   |
| 5. <input type="checkbox"/> Tips for Families (Student Behaviors)   |  |

**Final: Bullying Brochures:**

- |                                       |                                       |
|---------------------------------------|---------------------------------------|
| Cyber Bullying                        | Bully Intervention                    |
| Characteristics of Bullies Boys/Girls | Characteristics of Victims Boys/Girls |
| Victim Intervention                   | Adult Bullies                         |
| Children with Disabilities – Victims  | Children with Disabilities – Bully    |
| Symptoms of being bullied             | Creating Safe Spaces                  |

Teacher candidates will generate a two-fold brochure that focuses upon an aspect that relates to bullying. Presentation of the brochures will be given at the end of the semester with copies of the brochures given to all course participants. (TaskStream Artifact)

**EVALUATION OF STUDENT PERFORMANCE (INCLUDING GRADING POLICY)**

Evaluation will be determined by completion of all requirements, attendance, and participation in class. The quality of work submitted will be a major factor. Each activity and assignment is designated specified points. The grade will be based upon the criteria delineated below.

- Writing is expected to be at the collegiate level.
- All assignments should be typed unless otherwise indicated by the instructor.

*Scholarship, attitude, initiative, cooperation, and improvement will also be considered.*

**Grades**

<b>A</b>	<b>90-100%</b>	<b>C</b>	<b>70-79%</b>
<b>B</b>	<b>80-89%</b>	<b>D</b>	<b>60-69%</b>
		<b>Below</b>	<b>60%</b>

**Evaluation Criteria**

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

**40%** Projects and Assignments                      **20%** Course Participation                      **40%** Tests / Quizzes

**SUBMISSIONS OF ASSIGNMENTS**

Teacher candidates will be expected to submit all required documents as requested by the instructor. There are several ways in which assignments may be collected:

1. Hard copy submitted directly to the instructor
2. Uploaded into the courseload section of the course in my.uttc.edu
3. Emailed directly to the instructor at [lhamann@uttc.edu](mailto:lhamann@uttc.edu)

It is essential that you save an electronic version of all of your assignments for this class.

### **Writing Style**

*All reports and presentations are required to be typed and have a cover page indicating:*

- Candidate's name
- Title of their paper or presentation, and
- Date that the assignment is due.

*At the lower portion of the cover page include:*

- The name of the course
- Add the Teacher Education Department slogan  
**"Preparing Competent, Caring Teachers"**
- Instructor's name

**\*\*When typing use Times New Roman, Arial, Calibri ,or  
Courier text style size 12.**

**\*\*Double-spacing the body of your assignment is a must with deduction of points if not followed.**

**\*\*Include a reference page if necessary.**

**\*\*Points will be deducted from assignments that do not have a cover page and the required information**

<p>Your Name Title of Assignment Due Date</p> <p>Behavior Management Preparing Competent, Caring Teachers Leah Hamann</p>
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## Policies

### Course Attendance Policy

**Attendance and punctuality are requested and expected – this means attendance is mandatory; it is part of professionalism.**

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy.

Much of the content of this course occurs in class. All absences will have a negative impact on your final grade as you miss lecture, group discussion, and work completed during your absence.

The instructor of this course will count the learner fully absent from class if they arrive **fifteen (15) minutes after** the posted start time.

**Participation in the course gradebook is as follows for each class meeting:**

2 pts = candidate is on time, present before the instructor begins class

1 pts = candidate is late, arrives after instructor has begun class

0 pts = candidate arrives after 15 minutes of class beginning

An honor system is in effect regarding the time that you sign in for the course. If it is found that a candidate is deceitful in their arrival time the candidate will be counted absent for that class meeting and will be subject to being placed on a Disposition Improvement Plan.

All absences regardless of situation are noted as unexcused in the Jenzabar system.

It is understood that things occur that are out of your control and one cannot be prepared for the unexpected.

Therefore, if you are aware of an upcoming absence or if an unexpected event occurs and you are unable to contact your instructor a "note of absence" will be provided upon the course sign in sheet that states your reason for an absence. Notable absences are granted only for the following reasons:

- personal illness,
- the illness of a dependent,
- the death or funeral of an immediate family member,
- or required attendance at an official college activity



Work or activities for other classes are not excused. If you will be absent due to trips or conferences (i.e. AIHEC) sponsored by the college, you must notify your instructor in writing (not by email) no later than one week **prior** to the absence so we can work out schedule rearrangements. **This attendance policy is non-negotiable.**

### Addressing Candidate Tardiness

Candidates must be seated and ready to begin class at the scheduled time. Promptness and even early arrival is recommended. Tardiness is unprofessional and will be recorded and closely monitored by the instructor of the course.

**Both tardiness and early departure from class are forms of absenteeism.**

Teacher candidates are required to sign in at each class meeting. The sign in sheet will indicate the time in which a candidate arrives and includes the time of any candidate's early departure. Participation points are awarded based on the amount of time the student has been present for the scheduled class time.

Three (3) documented late arrivals (tardiness) will constitute a staffing will be held with the instructor of the course in which Disposition Improvement Plan will be generated. If the tardiness continues to persist the teacher candidate may be required to drop the course.

Expect class to last the entire scheduled time. Candidates may not leave class early without a valid excuse or without having made arrangements with the instructor. The act of leaving prior to the end of class is unacceptable and will be treated in the same manner as a tardy.

**Consider it this way: If you had a (teaching) job that started at 8:00 in the morning and you kept coming late, failed to show up, or left early you would more than likely be fired from that job and certainly be held liable of the safety and education of your students of any incidents that occurred during your absence.**

*Things to keep in mind:*

- Note that tardiness is disrespectful to the other candidates, instructor, and yourself.
- If you have children that attend school (elementary, day care) please allow a half hour to drop them off prior to your class.
- Valuable information is generally presented in the first 10 minutes of class.
- If you must leave the class for any reason please do so as quietly as possible.

### **Policy for Late Submission**

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate's responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **Late work will not receive full credit if it is accepted at all.** All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Make-up assessments are not allowed unless arrangements have been made with the instructor *prior* to the scheduled time for the test.

*Midterm and Final Projects/Assignments* – Ample amount of time will be given to teacher candidates to complete midterm and final artifacts; therefore midterm/final projects, assignments and/or tests must be completed and submitted by the designated due date and time. Any midterm/final assignments that are not completed will receive a 0 grade in the gradebook. If the assignments are designated as **TaskStream Artifacts** they must be uploaded in order to receive a grade. Any TaskStream artifacts not uploaded will receive a zero and an **automatic failure of the course** will be given.

### **Appropriate Dress:**

You may dress casually when we have regular class; however, when we have guest speakers or if you are teaching and/or presenting, you must dress professionally.

### **Withdrawal from Class**

Withdrawal from class after April 8<sup>th</sup>, 2016 results in an automatic "F" grade for the course.

### **Incompletes**

A grade of I (Incomplete) will be recorded when a student is making progress in classes, but is unable to complete course requirements for reasons beyond his/her control and after negotiation between the instructor and the students about how the course can be completed. Except for emergencies, such as exceptional personal illness, a death in the family, or other unforeseeable circumstances, a student must contact their instructor within two weeks prior to an event or events that they feel would interfere with their ability to attend class and finish the semester successfully. A current minimum of a 'C' grade is required for the student to receive an Incomplete in that course.

Copies of the negotiated agreement will be filed with the Registrar, the advisor, and the student. Students have two weeks into the succeeding semester to complete the necessary work. A "last-minute effort" to complete a course by the student with a history of poor attendance or poor performance is not a viable reason to report an incomplete grade.



It is the student's responsibility to request an incomplete grade. It is also the advisor's responsibility to make sure the student understands this option. Students must contact their instructors within two week of other circumstances they feel would interfere with their ability to attend class and finish the course successfully. The incomplete grade must change to a grade by the date announced by the Registrar or else it converts to an "F".

### **Cell Phones**

Out of respect for the other candidates, instructor, and yourself it is advised that cell phones are turned off during class times. If the candidate is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be placed on a Disposition Improvement Plan if they are unable to meet the expectations of this policy.

### **Background Checks:**

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

### **Student Behavior in the Classroom.**

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

### **Accommodation of Disabilities**

It is UTTC's policy to provide, on a flexible and individual basis, reasonable accommodations to students who have documented disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services for more information on services available. Disability Services is located in the upper level of the Jack Barden Center.

### **Programmatic Procedures**

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

### **Plagiarism and Academic Integrity**

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the

entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

**Extra-curricular Activities:**

If you are involved in extracurricular activities, you must be keeping up with your studies or the instructors will not approve travel. Our job is to ensure that you are attending classes and completing assignments successfully. If you choose to participate in extracurricular activities, time away from campus will be counted toward your maximum number of excuses absences allowed.

**Special Assistance:**

I am available by appointment. If you have any questions or concerns, arrange an appointment with me as soon as possible. Don't wait until the semester is almost over!

**The disclaimer - This syllabus may be adapted to meet the needs of the class and schedules of outside resource persons necessary to meet the objectives of the class.**

**Course Schedule**  
(Subject to change with prior notice)

Month	Topic	Readings /Assignment	Classroom Observations (If Applicable)
January	<ul style="list-style-type: none"> <li>• Roots, Responsibilities of Behavioral Analysis</li> <li>• IRIS Module: Response to Intervention</li> </ul>	Chapters 1 & 2 Reflection response to RTI Presentation 📎 <b>Binder Resource Presentations:</b> Rewards/Certificates	
February	<ul style="list-style-type: none"> <li>• Preparing Behavioral Objectives</li> <li>• Procedures for Collecting Data</li> <li>• Graphing Data</li> <li>• Single Subject Designs</li> </ul>	Chapters 3-5 📎 <b>Binder Resource Presentations:</b> Classroom Routines 📎 <b>Binder Resource Presentations:</b> Behavior Management Blogs 📎 <b>Binder Resource Presentations:</b> Behavior Contracts	Classroom Observation <b>First hour 1 hour others will be TBA</b>
March	<ul style="list-style-type: none"> <li>• Single-Subject Designs</li> <li>• Determining the Function of Behavior</li> <li>• Arranging Consequences that increase and decrease behaviors</li> </ul>	Chapters 6-9 📎 <b>Binder Resource Presentations:</b> Behavior Contracts 📎 <b>Binder Resource Presentations:</b> Bulletin Board Ideas	
April	<ul style="list-style-type: none"> <li>• Differential Reinforcement</li> <li>• Generalization of Behavior Change</li> <li>• Teaching Children to Manage Their Own Behavior</li> </ul>	Chapters 10-12 📎 <b>Binder Resource Presentations:</b> Behavior Charts 📎 <b>Binder Resource Presentations:</b> Motivating Students 📎 <b>Binder Resource Presentations:</b> Articles - Strategies for Teachers 📎 <b>Binder Resource Presentations:</b> Behavior Management Tips for Families	
May		Brochure for strategies against bullying presentations Submission of intact, comprehensive Behavior Management Binder	

## SYLLABUS ACKNOWLEDGEMENT

**Please sign this form, detach from syllabus, and return to the instructor.**

**Course Title:** Behavior Intervention: Impairment to Intervention

**Course Number:** EDU 335

**Semester:** Spring 2016

**Credit Hours:** Three (3)

**Instructor:** Leah Hamann

My signature below indicates that the content of this syllabus has been explained to me, that I understand what is expected of me, and that I have been given a copy to keep for future reference.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date