



FAYETTEVILLE STATE UNIVERSITY  
SCHOOL OF EDUCATION

Department of Middle Grades, Secondary and Special Education

**1. LOCATOR INFORMATION**

Semester Fall Year 2009  
 Credit Hours 3  
 Course Number and Name SPED 410 Classroom Management Strategies for Exceptional Children  
 Course Location & Meeting Time Online (Blackboard)  
 Office Hours TBA

Instructor Dr. Cathy Butler-Kosterman  
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**FSU Policy on Electronic Mail:** Fayetteville State University provides to each student, free of charge, an electronic mail account ([username@uncfsu.edu](mailto:username@uncfsu.edu)) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at <http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf>

**2. COURSE DESCRIPTION**

A practical course in the theories and applications of disciplinary practice suitable to exceptional children, with emphasis on the developmental stages of discipline,

on the development of the teacher as an effective communicator and problem solver, and on the implementation of appropriate strategies of classroom management.

**3. TEXTBOOK**

Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th edition). Upper Saddle River, NJ: Merrill/Prentice Hall.

Online resources

**4. SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK**

The conceptual framework of the School of Education is reflected in this course and establishes a shared vision of its efforts in preparing educators to work effectively in P-12 schools. It defines the educator as a *Facilitator of Learning*, one who seeks to make the learning process accessible and one who enables learning to take place successfully. This presupposes that the educator is reflective and serves as a catalyst, stimulator, and motivator of the teaching for learning process. The conceptual framework defines the unit's vision which underscores the school's purpose for preparing its candidates for teaching and leadership roles in a global society. The unit prepares candidates who support student learning, within the context of family and community participation, for a diverse, technological, and global society. We achieve this vision through teaching, research, and service. Our conceptual framework serves as a lens through which we view our education professionals in the music program. The themes of our conceptual framework are: (1) caring dispositions and ethical responsibility; (2) communication; (3) knowledgeable and reflective educators; (4) research and leadership; (5) respect for diversity and individual worth; (6) technological competence and educational applications; and (7) working with families and communities.

**5. STANDARDS**

**Professional**

Standards Used in Course	NC Core Standards	CEC Common Core Standards; NCATE Standards	Assessments
X	1. Teachers demonstrate leadership.	# 9 Professional and Ethical Practice; # 10 Collaboration # 1 Knowledge, Skills, Dispositions	Professional Development activities
X	2. Teachers establish a respectful environment for a diverse population of students.	# 5 Learning Environments and Social Interactions; # 1 Knowledge, Skills, Dispositions	Field Placement Activities
X	3. Teachers know the	#3 Individual Learning	Research Assignment

	<b>content they teach.</b>	<b>Differences #4 Instructional Strategies;</b> # 1 Knowledge, Skills, Dispositions	Field Placement Activities
X	<b>4. Teachers facilitate learning for their students.</b>	<b># 6 Communications #1 Foundations;</b> # 1 Knowledge, Skills, Dispositions; #4 Diversity	Field Placement Activities
X	<b>5. Teachers reflect on their practice.</b>	<b># 9 Professional and Ethical Practice</b> # 1 Knowledge, Skills, Dispositions	Reflective Essay

### SPED: General Curriculum

**Standard 1: Special Education: General Curriculum teacher candidates know the policies, process and procedures for providing special education services.**

Special Education: General Curriculum teacher candidates have a thorough understanding of the Policies Governing Services for Children with Disabilities. Through this knowledge of the process of referral, evaluation, and development of the individualized education program (IEP), teachers provide appropriate individualized education in the least restrictive environment.

- Know the Policies Governing Services for Children with Disabilities
- Understand the placement process from referral to delivery of services
- Know the typical characteristics of students in each disability category.
- Understand and facilitate effective planning for transitions (preschool, school, postsecondary/adult).

**Standard 2: Special Education: General Curriculum teacher candidates have the knowledge and skills to use a variety of assessment techniques to plan and implement instruction, monitor student progress, and document learning.**

Special Education: General Curriculum teacher candidates use a variety of assessment strategies and sources to determine students' prior knowledge, skills, interests and learning styles. They plan appropriate instruction, evaluate progress toward learning goals and inform families and professional service providers. Teacher candidates view assessment as an integral part of the teaching/learning cycle, in which assessment drives instruction, and evaluation of learner outcomes informs further instruction. Teacher candidates use regular, frequent, valid, and reliable outcome measures to evaluate and respond to the progress of individual students toward annual goals and to differentiate instruction in a tiered model.

- Evaluate reliability, validity, and the technical soundness to select measures used in assessing students for eligibility, instructional decisions, and progress monitoring.
- Demonstrate instructional decisions using grade-level benchmarks, CBM, and progress monitoring data in a tiered model for differentiation of instruction.
- Assess students' reading performance by obtaining measures of phonemic awareness,

letter-sound association skills, word identification skills, fluency, vocabulary and comprehension.
<ul style="list-style-type: none"> <li>• Assess students' written language performance by gaining measures of fine motor skills, mechanics of writing, writing fluency and written expression.</li> </ul>
<ul style="list-style-type: none"> <li>• Assess students' mathematics performance through analysis of error patterns and an understanding of the components of number sense (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric equation and proportional reasoning).</li> </ul>
<ul style="list-style-type: none"> <li>• Use age appropriate transition assessments for students ages 14 and above.</li> </ul>

**Standard 3: Special Education: General Curriculum teacher candidates have a broad working knowledge of research-validated instructional and behavioral strategies to facilitate learning across the curriculum for K-12 students.**

Special Education: General Curriculum teacher candidates utilize research-validated instructional and behavioral strategies to facilitate learning across the various disciplines. Cognitive and behavioral techniques support the use of best practices for all students. Research-validated techniques support innovative integration of standards-based content with appropriate use of technology.
<ul style="list-style-type: none"> <li>• Demonstrate how to teach social skills using explicit and systematic instruction.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate competency to design a self-management program and instruct students on implementation of program.</li> </ul>
<ul style="list-style-type: none"> <li>• Know research-validated cognitive learning strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Know research-validated meta-cognitive learning strategies.</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate the principles of Universal Design for Learning through the use of multiple means of representation, expression, and engagement across the curriculum.</li> </ul>
<ul style="list-style-type: none"> <li>• Plan and facilitate comprehensive transition services.</li> </ul>

**Standard 4: Special Education: General Curriculum teacher candidates have the knowledge and skills to use systematic, explicit, multi-sensory methods to teach communication skills, reading, written expression, and mathematics.**

Special Education: General Curriculum teacher candidates provide a comprehensive series of daily instructional lessons in communication skills, reading, written language and math that are systemic, explicit and multi-sensory.
<ul style="list-style-type: none"> <li>• Understand the essential components of the English language (phonetics and phonology, sound production, morphology and orthography, semantics and syntax and pragmatics) and the impact of language on learning.</li> </ul>
<ul style="list-style-type: none"> <li>• Understand the critical components of comprehensive reading instruction (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, reading comprehension).</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and provide instruction in the essential components of math instruction (quantity/magnitude, form of a number, base ten, equality, numeration, algebraic and geometric application and proportional reasoning).</li> </ul>
<ul style="list-style-type: none"> <li>• Understand and provide instruction in the essential components of written language instruction (composition and conventions).</li> </ul>

**Standard 5: Special Education: General Curriculum teacher candidates have the knowledge and skills to teach students to use behaviors that promote success in the learning environment, which include the development of social competence.**

Special Education: General Curriculum teacher candidates use effective strategies that promote a positive learning environment. They also use small-group and individualized strategies that enable students with behavior problems to develop academic and social competence. Teacher candidates use individualized behavior management strategies for those with more severe behavior problems.

- Know how to establish rules and procedures that convey behavioral expectations.
- Demonstrate how to teach social skills using explicit and systematic instruction.
- Demonstrate competency to conduct and analyze a functional behavior assessment.
- Demonstrate competency to use functional behavioral assessment results to develop a positive behavior support plan based on research-validated interventions.
- Know how to implement individualized positive behavior support strategies based on functional behavior assessment results for students with significant behavior problems.

**Standard 6: Special Education: General Curriculum teacher candidates collaborate and consult with families, general education teachers and other professionals to further the academic and social development of students.**

Special Education: General Curriculum teacher candidates recognize how accessing resources and collaborating with families, schools, and the community can impact student success. Communicating and building trusting partnerships with families, including those from culturally and linguistically diverse backgrounds, are essential elements that must be implemented. Teacher candidates partner with families to gather critical information to assess student progress and design instruction. Inclusive education and other collaborative teaching models assist with providing access to the general curriculum.

- Demonstrate effective communication strategies
- Establish effective interagency collaboration with adult service providers
- Model evidence based variations of co-teaching
- Collaborate and consult with interpreters, transliterators and other related / adult service providers.
- Maintain confidentiality
- Provide effective paraeducator supervision

## 6. GENERAL REQUIREMENTS

- A. Read text and online readings
- B. Complete Assignments for Units 1-7 below (see Course Outline w/Assignment Schedule below; see also full explanation of assignments on Blackboard course site)

### **Unit 1-- Far Side Cartoon**

### **Unit 1 - Short term Objectives**

**Unit 1 -- Task Analysis**

**Unit 1 -- Antecedents and Setting Events**

**Unit 2 -- Surface Management**

**Unit 2 - School-wide Data**

**Unit 3 -- Assessing Behavior**

**Unit 3 -- Questions/Zapala**

**Unit 3 -- Room Design**

**Unit 4 -- Functional Behavior Assessment Plan**

**Unit 5 -- Self Management**

**Unit 5 -- Contracting**

**Unit 6 -- Class Meeting**

**Unit 7 -- Roadblocks**

**Unit 7 -- Respect and Empathy**

**Unit 7--Communicating with Parents and Families & Dispositions**

**7. EVALUATION CRITERIA**

All assignments must be submitted on time, or grades will be penalized. Incomplete grades will not be given unless there has been a conference with the instructor. Incompletes are designed to be given in emergency cases only. Please budget your time and adhere to the due dates for all assignments. Final Grades will be assigned according to the FSU catalog grading guidelines and the new grading policy, which appears at the end of this syllabus.

Accumulated Points Grade Scale Used in This Course

A 92-100 % of points = A

B 83-91 % = B

C 73-82 % = C

D 64-72 % = D (Graduate students may not receive a D)

F 63 % or less (Academic Failure)

FN\* = Failed due to non-attendance (See New FSU Grading Policy at the end of this syllabus)

I = Incomplete (Not normally issued in this course)

Final grades will be determined as follows: Total points accumulated/total points available.

\*FSU Incomplete Grade Policy:

"The grade of "I" is assigned when a student has maintained a passing average but for reasons beyond his or her control, is unable to complete some course requirement(s)

such as a report, field experience, experiment, or examination. An "I" grade must be removed before the expiration of the first nine weeks of the of the student's next regular semester (fall or spring) of enrollment, or within twelve months of the last day of the semester or summer session in which the "I" was assigned, whichever comes first. If the "I" grade is not removed in the stipulated time limit, the grade will be converted to the grade of "F". Students are responsible for initiating the actions necessary to remove "I" grades."

"An extension to the time limit for removing an incomplete grade will be granted only once, and under extremely unusual circumstances. A request for such an extension must be made in writing, with appropriate documentation, to the instructor of the course, and must be approved by the instructor, his or her department chair, and dean, and submitted to the Office of the Registrar prior to the deadline for removing the incomplete grade." FSU catalog.

## 8. COURSE OUTLINE

Date	Topic	Assignments/ Due Dates*
*TBA (see Course Information online)	<b><u>Unit 1: Introduction and Foundations of Positive Behavioral Supports</u></b>	<b><u>Unit 1-- Far Side Cartoon</u></b> <b><u>Unit 1 - short term objectives</u></b> <b><u>Unit 1 -- task analysis</u></b> <b><u>Unit 1 -- antecedents and setting events</u></b>
	<b><u>Unit 2: Redesigning Environmental Systems</u></b>	<b><u>Unit 2 -- Surface Management</u></b> <b><u>Unit 2 - school-wide data</u></b>
	<b><u>Unit 3: Functional Assessment</u></b>	<b><u>Unit 3 -- Assessing Behavior</u></b> <b><u>Unit 3 -- Questions/Zapala</u></b> <b><u>Unit 3 -- Room Design</u></b>
	<b><u>Unit 4: Development and Implementation of PBS Plan</u></b>	<b><u>Unit 4 -- Functional Behavior Assessment Plan</u></b>
	<b><u>Unit 5: Intervention Strategies Part I</u></b>	<b><u>Unit 5 -- Self Management</u></b> <b><u>Unit 5 -- Contracting</u></b>
	<b><u>Unit 6: Intervention Strategies Part II</u></b>	<b><u>Unit 6 -- Class Meeting</u></b>
	<b><u>Unit 7: Teaching Positive Communication Techniques</u></b>	<b><u>Unit 7 -- Roadblocks</u></b> <b><u>Unit 7 -- Respect and Empathy</u></b> <b><u>Unit 7--Communicating with Parents and Families &amp; Dispositions</u></b>

		<b>*see online schedule</b>
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**9. TEACHING STRATEGIES** This Blackboard based online course will involve: extensive readings of text and online materials, on campus meetings for orientation and video presentation/reflections, student-instructor interaction, student individual projects and assignments.

#### **10. UNIVERSITY POLICIES**

Division of Student Affairs

Services for Students with Disabilities

<http://www.uncfsu.edu/studentaffairs/CFPD/cfdservices.htm>

Phone: 910.672.1222

The university continues to be sensitive to the identification of possible barriers to students with disabilities and attempts to make reasonable accommodations for these students. Students with physical disabilities who need assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.

Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> Floor); 910-672-1203.

**11. REFERENCES** (Suggested Readings, Internet and/or Multi-media Resources)

#### **SELECTED BIBLIOGRAPHY ON-LINE RESOURCES**

##### **Positive Behavior Support**

**An Overview of Positive Behavior Support** <http://www.nau.edu/ihd/positive/ovrvw.html>

**Challenging Behavior, Functional Assessments, and Positive Behavior Supports**  
<http://www.moddrc.com/Information-Disabilities/FastFacts/ChallengingBehavior&.htm>

**Florida's Positive Behavioral Support Project** <http://www.fmhi.usf.edu/cfs/dares/flpbs/>

**Functional Assessment and Positive Behavioral Supports (Links and Resources)**

<http://www.albany.edu/psy/autism/behavior.html>

Positive Behavioral Interventions and Supports <http://www.pbis.org/>

Positive Behavioral Support and Functional Assessment <http://ericec.org/digests/e580.html>

Worried about a Student? <http://darkwing.uoregon.edu/~ttobin/>

Other

Addressing Bullying Behavior <http://www.eduweb.vic.gov.au/bullying/index.htm>

Behavior Management <http://www.geocities.com/Athens/Styx/7315/subjects/behavior.html>

Bullying: Facts for Schools and Parents  
[http://www.naspcenter.org/factsheets/bullying\\_fs.html](http://www.naspcenter.org/factsheets/bullying_fs.html)

Cognitive Behavior Management <http://www.cognitivebehavior.com/>

School Violence Prevention <http://www.mentalhealth.org/schoolviolence/>

Self-Management Strategies to Promote Inclusion  
[http://www.isec2000.org.uk/abstracts/papers\\_m/mitchem\\_2.htm](http://www.isec2000.org.uk/abstracts/papers_m/mitchem_2.htm)

## ***New Final Grades Policy– This policy became effective on August 16, 2007***

Final grades are calculated on a four-point system and affect a student's grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<b>Grade</b>	<b>Credit Hours</b>	<b>Quality Points</b>	<b>Meaning</b>
A	Hours attempted and earned	4 per credit hour;	Exceptionally high
B	Hours attempted and earned	3 per credit hour	Good
C	Hours attempted and earned	2 per credit hour	Satisfactory
D	Hours attempted and earned	1 per credit hour	Marginally passing
F	Hours attempted – Not earned	0 per credit hour	Failing
FN	Hours attempted – Not earned	0 per credit hour	Failing due to non-attendance. (Student registered, but <u>never</u> attended.)
W	Hours attempted – Not earned	No impact on GPA	Class withdrawal prior to deadline (see Academic Calendar)

P	Hours attempted and earned	No impact on GPA	Satisfactory - Assigned only in classes specified as Pass/Fail
WU	Hours attempted – Not earned	No impact on GPA	Withdrawal from all classes for semester or term
AU	Hours attempted – Not earned	No impact on GPA	Auditing

## REVISION OF GRADES – STUDENT RESPONSIBILITIES

The following revisions become effective on August 16, 2007.

### WN GRADE DISCONTINUED:

- WN - Withdrawal due to non-attendance - discontinued, effective August 16, 2007.

**STUDENTS:** Do not expect faculty to withdraw you for non-attendance. Drop or withdraw\* from classes according to the deadlines published in the catalog. *\*See warning below about class withdrawals.*

**NEW TYPE OF GRADE: INTERIM GRADES** – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; **NOT** a final grade.

**STUDENTS:** Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw\* from it. *\*See warning below about class withdrawals.* If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, **NOT** a final grade.

**STUDENTS:** Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *\*See warning below about class withdrawals.*

### NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are

on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

**STUDENTS:** You must attend (or withdraw\* from) all the classes for which you are enrolled. *\*See warning below about class withdrawals.*

**WARNING ABOUT CLASS WITHDRAWALS:**

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
- If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

**STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL;  
WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY.**