

**COLLEGE OF EDUCATION
DEPARTMENTAL COURSE SYLLABUS**

**Department of Special Education
*EEX 6612: Management and Motivation of Exceptional and At-Risk Students***

The following are the required elements of a departmental syllabus in the College of Education. **This syllabus should be representative of EVERY section of the course offered in the department.**

The College of Education CAREs

The College of Education is dedicated to the ideals of **C**ollaboration, **A**cademic **E**xcellence, **R**esearch, and **E**thics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit: www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

1. **Course Prefix and Number:** EEX 6612
2. **Course Title:** Management and Motivation of Exceptional and At-Risk Students
3. **Regular Instructors:** Dr. Patty McHatton
Dr. Phyllis Jones
4. **Course Prerequisites:** Graduate standing and an introductory course in exceptional child education
5. **Course Description:**

This graduate course focuses on approaches to classroom management and motivational strategies when working with exceptional students. Content includes applied behavior analysis techniques, psychoeducational approaches to problem solving, crisis management, and social skills training.

6. **Course Goals:**

Upon completion of this course, the student will be able to:

- 1.0 Articulate the tenets of the theories and research that underpin classroom management approaches and examine personal beliefs about behavior management.
- 2.0 Identify and explain both legal and ethical principles that influence and impact behavior management.
- 3.0 Develop an approach to creating safe academic environments that honor diversity and promote learning, and discuss the research and theory that supports this approach.
- 4.0 Describe and demonstrate functional assessment procedures.

- 5.0 Discuss approaches to conflict resolution and restitution.
- 6.0 Describe and demonstrate strategies for teaching and encouraging the development of prosocial behaviors in the classroom.
- 7.0 Discuss classroom counseling techniques.
- 8.0 Collaborate with others to implement behavioral interventions that support students displaying disruptive behaviors in both general and special education settings.
- 9.0 Describe approaches to stress management for professionals

7. Course Objectives &/or Content Outline:

- 1.1 Biophysical explanations/medical models
- 1.2 Psychodynamic approaches / humanistic
- 1.3 Behavioral theory / applied behavior analysis / social learning theory
- 1.4 Ecological / sociological models
- 1.5 Post modern views
- 1.6 Discuss Alfie Kohn's view of the "problem of discipline"
- 1.7 Analyze a case from the different perspectives outlined above and apply Froyen & Iverson's reflective problem-solving model
- 2.1 Procedural safe guards mandated by Section 504 and IDEA
- 2.2 Case law impacting suspension, expulsion, corporal punishment, search, and seizure
- 2.3 Ethical principles to consider when selecting behavioral interventions (e.g., rewarding students, time out, isolation, use of aversives, physical restraint, etc.)
- 2.4 Professional ethics involved in behavior management (e.g., being qualified to administer interventions, collaboration with others, disclosure of confidential information, etc.)
- 2.5 Protecting students= rights to privacy and rights to self-expression
- 3.1 Creating a climate that appreciates individual differences
- 3.2 Sensitivity to and strategies for affirming ethnic and gender differences
- 3.3 Structuring to prevent behavioral problems (scheduling, seating, instructional approaches, rules, routines)
- 4.1 Various approaches to assessing *purpose of behavior* for child
- 4.2 Observing behavior (anecdotal, ABC approaches, counting frequency, duration, occurrence, latency, etc.)
- 4.3 Recording and reporting observations (using technology to graph and display data)
- 4.4 Analyzing observational data
- 4.5 ABA intervention designs (AB, reversal, multiple baseline, reversal, alternating treatments, changing conditions, etc.)
- 4.5 Social skills assessments
- 4.6 Interview strategies
- 5.1 Anger management programs
- 5.2 Sources of conflict and violence
- 5.3 Strategies for responding to conflict: negotiation, mediation, arbitration,
- 5.4 Peer mediation programs
- 5.5 Restitution as a means of helping students strengthen themselves
- 6.1 Assumptions in teaching social skills
- 6.2 Modeling and practicing social skills
- 6.3 Cognition related to social skills (e.g., problem solving, negotiation, conflict resolution)
- 6.4 Promoting social skills in nonverbal children

- 7.1 Strategies for crisis prevention (knowing children ' s cues, planning to minimize problems)
- 7.2 Understanding the stages of a crisis (Walker, Wood, & Long)
- 7.3 Responding to violent/aggressive behavior
- 8.1 Parent education/paraprofessional education programs
- 8.2 Communicating with parents and professionals about behavior problems
- 8.3 Strategies for involving parents and others in collaborative interventions
- 9.1 Source of stress and burnout
- 9.2 Strategies for dealing with stress and burnout
- 9.3 Examining personal styles and needs to combat stress and burnout

8. Evaluation of Student Outcomes:

[Note to instructor—Each instructor will determine and insert the appropriate strategies to assess student achievement in this course (e.g., see possible examples below). See Key Assessment and Rubric for this course.]

The following assessment strategies may be used to evaluate student achievement of course goals and objectives:

- Assessment of course readings and class discussions
- In-class activities
- Student products (e.g., reflections, research literature analysis)
- Portfolio of web based learning
- Quizzes/Exams
- Action Research Project

Key Assessment: Action Research Project

The *Action Research Project* is a Program Key Assessment for Department of Special Education MA Program. This assessment is aligned with the USF College of Education Conceptual Framework Outcomes and the National Board Professional Teaching Standards – Exceptional Needs. The Department of Special Education has identified a series of Program Key Assessments throughout the program of study that will be assessed by faculty to determine if the MA student is progressing toward competency in the standards listed above. Students must demonstrate competency by performing satisfactorily on all standards associated with each Program Key Assessment. Satisfactory performance constitutes a score of 3 or above on each of the components in the Program Key Assessment Rubric. If the MA student does not achieve competency on the first attempt, the Program Key Assessment must be re-submitted until competency is achieved. At the discretion of the department, the grade on subsequent attempts might not be used in the computation of the final grade for the course. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus in order to receive a passing grade for the course. Competency on the Program Key Assessment must be achieved by the date designated in the course syllabus.

9. Grading System:

Grades will be determined based on the following scale:

- A = 90% - 100%
- B = 80% - 89%

C = 70% - 79%

D = 65% - 69%

F = below 65%

Assignment of plus or minus grades may be implemented per university guidelines.

No grade below "C" will be accepted toward a graduate degree. This includes C-grades.

Grading Criteria:

10. Recommended Texts and/or Readings:

Iverson, A. (2003). *Building competence in classroom management and discipline* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Selected readings from Stipek, D. (2002). *Motivation to learn: Integrating theory and practice*.

Kauffman, J. M., Mostert, M. P., Trent, S. C., & Pullen, P. L. (2006). *Managing classroom behavior: A reflective case-based approach* (4th ed.). Boston: Allyn & Bacon.

Hart, C. (2003). *Doing a literature review: Releasing the social science research imagination*. Thousand Oaks, CA: SAGE Publications.

Recommended Readings:

Alberto, P., & Troutman, A. (1999). *Applied behavior analysis for teachers*. Columbus, OH: Merrill. [Chapter 10 - Functional assessment and analysis]

Cartledge, G., & Milburn, J.F. (1995). *Teaching social skills to children and youth: Innovative approaches* (3rd ed.). Boston: Allyn Bacon. (pp. 3 - 32).

Danforth, S., & Smith, T. J. (2005). *Engaging troubling students: A constructivist approach*. Thousand Oaks, CA: Corwin Press.

Emmer, E. T., Evertson, C. M., & Worsham, M. E. (2003). *Classroom management for secondary teachers* (6th ed.). Boston: Allyn & Bacon.

Epanchin, B., & Claggett, K. (1998). Education as treatment: Forty years of Project Re-Education. In D. Sabatino & B. Brooks (Eds.). *Contemporary interdisciplinary interventions for children with emotional/behavioral disorders*. Durham, NC: Carolina Academic Press.

Froyen, L. A., & Iverson, A. M. (1999). *Schoolwide and classroom management: The reflective educator-leader* (3rd ed.). Upper Saddle River, NJ: Merrill.

Goldstein, A. P. (1988). *The Prepare Curriculum: Teaching prosocial competencies*. Champaign, IL: Research Press.

- Gossen, D. (1997). *Restitution: Restructuring school discipline* (2nd ed.). Chapel Hill, NC: New View Publications. (pp. 43-63).
- Hobbs, N. (1976). *The futures of children*. San Francisco, CA: Jossey-Bass.
- Hobbs, N. (1994). *The troubled and troubling child*. Cleveland, OH: American Re-Education Association.
- Hyman, I. (1997). School discipline and school violence. Boston: Allyn & Bacon.
- Johnson, D., & Johnson, R. (1995). *Reducing school violence through conflict resolution*. Alexandria, VA: ASCD.
- Jones, V., & Jones, L. (1990). Chapter 3: Establishing positive student-teacher relationships. *Comprehensive classroom management: Motivating and managing students* (3rd ed.). Boston: Allyn & Bacon.
- Kaplan, J. S. (1995). *Beyond behavior modification: A cognitive-behavioral approach to behavior management in the school* (3rd ed.). Austin, TX: Pro-ed.
- Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). *At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems*. New York: Bank Street College of Education.
- Kohn, A. (1996). *Beyond discipline*. Alexandria, VA: ASCD.
- Kohn, A. (1999). *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes*. Boston: Houghton Mifflin.
- Long, N., Morse, W., & Newman, R. (1996). *Conflict in the classroom* (5th ed.). Austin, TX: Pro-Ed.
- Morse, W.C., & Smith, J. (1980). *Understanding child variance*. Reston, VA: Council for Exceptional Children.
- Munger, R., Donkervoet, J., & Morse, W. (1998). The clinical ecological viewpoint. In D. Sabatino & B. Brooks (Eds.). *Contemporary interdisciplinary interventions for children with emotional/behavioral disorders*. Durham, NC: Carolina Academic Press.
- Pintrich, P. R., & Schunck, D. H. (2002). *Motivation in education: Theory, research and applications* (2nd ed.). Upper Saddle River, NJ: Merrill.
- Redl, F. (1966). *When we deal with children*. New York: Free Press.
- Sprick, R., Garrison, M., & Howard, L. (1998). *CHAMPs: A proactive and positive approach to classroom management for grades K-9*. Longmont, CO: Sopris West.
- Stipek, D. (2002). *Motivation to learn: Integrating theory and practice*.

- Townsend, B. (1998). Social friendships and networks among African American children and youth. In L. Meyer, H. Park, M. Grenot-Scheyer, I. Schwartz, & B. Harry (Eds.). *Making friends*. Baltimore: Paul Brookes. (pp 225-241).
- Walker, J., & Shea, T. (1999). *Behavior management: A practical approach for educators* (7th ed.). Columbus, OH: Merrill.
- Welan, R. J. (1998). *Emotional and behavioral disorders: A 25-year focus*. Denver, CO: Love.
- Wood, M.M., & Long, N.J. (1991). Appendix A - A history of LSI and its field validation. *Life space intervention: Talking with children and youth in crisis*. Austin, TX: Pro-Ed.
- Yell, M. (1998). Chapter 15 - Disciplining students with disabilities. The law and special education. Columbus, OH: Merrill. (pp. 313 - 353).

11. Attendance and Other Class Policies, if applicable:

Students are expected to attend all scheduled classes (no cut policy).

Expectations for Course Participation: Your involvement in the class sessions will add to your learning and the learning of those around you. Each student is expected to attend class sessions, complete in-class activities/assignments according to the evaluation criteria, and participate in class discussions and activities in a professional courteous manner.

12. ADA Statement:

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

13. USF Policy on Religious Observances:

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

14. Web Portal Information:

Why are the NetID and USF mail account important to students? Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Students should go to the Academic Computing website (<http://www.acomp.usf.edu>) and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: <http://www.acomp.usf.edu/portal.html>

15. Academic Dishonesty:

Academic dishonesty (i.e., cheating) is defined as any behavior that results in the misrepresentation of your skills, knowledge, or work as they relate to the course. This includes using other student's ideas and/or help when completing an individual assignment, as well as plagiarism.

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own segments or the total of another person's work.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an "F" or a numerical value of zero on the subject paper, lab report, etc., an "F" or an "FF" grade (the latter indicating academic dishonesty) in the course, suspension, or expulsion from the University. A student who receives an "FF" grade may not use the university's Grade Forgiveness Policy if the course is subsequently repeated. An "FF" grade assigned to indicate academic dishonesty is reflected only on internal records and prevents the student from repeating the course using the Grade Forgiveness Policy. If a student who has been accused of academic dishonesty drops the course, the student's registration in the course will be reinstated until the issue is resolved. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student's transcript with the formal notation: Dismissed for Academic Dishonesty.

Detection of Plagiarism: The University of South Florida has an account with an automated plagiarism detection service, which allows instructors to submit student assignments to be checked for plagiarism. As the instructor of this course, I reserve the right to (1) request that assignments be submitted to me as electronic files and (2) electronically submit assignments to *SafeAssignment.com*, or (3) ask students to submit their assignments to *SafeAssignment.com* through *myUSF*. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. Through this service, the instructor receives a report showing exactly how a student's paper was plagiarized. For more information about *SafeAssignment* and plagiarism, go to <http://www.c21te.usf.edu> and click on Plagiarism Resources. For information about plagiarism in the USF undergraduate catalogue, go to: <http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism>.

16. Academic Disruption:

Disruption of academic process is defined as the act or words of a student in a classroom or teaching environment which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions, or (b) presents a danger to the health, safety or well being of the faculty member or students.

Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private verbal reprimand to dismissal from class with a final grade of "W," if the student is passing the course, shown on the student record. If the student is not passing, a grade of "F" will be shown on the student record. Particularly serious instances of disruption of the academic process may result in suspension or permanent expulsion from the University.

University of South Florida

DEPARTMENTAL COURSE SYLLABUS – EEX 6612

**Attachment I
MATRIX**

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines: National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
<p>1.0 Articulate the tenets of the theories and research that underpin classroom management approaches and examine personal beliefs about behavior management, paying particular attention to how personal beliefs/biases impact a teacher’s behavior</p> <p>1.1 biophysical explanations/medical models</p> <p>1.2 psychodynamic approaches/ humanistic</p> <p>1.3 behavioral theory/applied behavior analysis/social learning theory</p> <p>1.4 ecological/sociological models</p> <p>1.5 postmodern views</p> <p>1.6 discuss Alfie Kohn’s view of the “problem of discipline”</p> <p>1.7 Froyen & Inverson’s reflective problem-solving model.</p>	<ul style="list-style-type: none"> • class discussions • video analysis • classroom audit • reflection • research literature analysis • Action Research Project 	<p>NBPTS: 1, 2, 5, 6, 9, 10, 11</p> <p>COE: 2, 3, 4, 5, 6</p>
<p>2.0 Identify and explain both legal and ethical principles that influence and impact behavior management.</p> <p>2.1 Procedural safe guards mandated by Section 504 and IDEA</p> <p>2.2 case law impacting suspension, expulsion, corporal punishment, search and seizure</p> <p>2.3 ethical principles to consider when selecting</p>	<ul style="list-style-type: none"> • class discussions • video analysis • classroom audit • reflection • research literature analysis 	<p>NBPTS: 1, 2, 3, 4, 6, 12, 13, 14</p> <p>COE: 1, 2, 4, 5, 6</p>

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines: National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
behavioral interventions (e.g., rewarding students, time out, isolation, use of aversives, physical restraint, etc.) 2.4 professional ethics involved in behavior management (e.g., being qualified to administer interventions, collaboration with others, disclosure of confidential information, etc.) 2.5 protecting students' rights to privacy and rights to self-expression	<ul style="list-style-type: none"> • Action Research Project 	
3.0 Develop an approach to creating safe academic environments that honor diversity and promote learning and discuss the research and theory that supports this approach. 3.1 creating a climate that appreciates individual differences 3.2 sensitivity to and strategies for affirming ethnic and gender differences 3.3 structuring to prevent behavioral problems (scheduling, seating, instructional approaches, rules, routines)	<ul style="list-style-type: none"> • class discussions • Action Research Project • student products 	NBPTS: 1, 4, 5, 6, 7, 10, 11 COE: 2, 4, 5, 6
4.0 Describe and demonstrate functional assessment procedures. 4.1 various approaches to assessing <i>purpose of behavior</i> for child 4.2 observing behavior (anecdotal, ABC approaches, counting frequency, duration, occurrence, latency, etc.) 4.3 recording and reporting observations (using	<ul style="list-style-type: none"> • class discussions • student products • Action Research Project 	NBPTS: 1, 2, 4, 5, 6, 8, 9, 10 COE: 2, 3, 5, 6

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines: National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
<p>technology to graph and display data)</p> <p>4.4 analyzing observational data</p> <p>4.5 ABA intervention design (AB, reversal, multiple baseline, alternating treatments, changing conditions, etc.)</p> <p>4.6 Social skills assessment</p> <p>4.7 Interview strategies</p> <p>4.8 Implementing and evaluating behavioral plans</p> <p>4.9 Planning for maintenance and generalization</p>		
<p>5.0 Discuss approaches to conflict resolution and restitution as a means to preventing or minimizing crises.</p> <p>5.1 Anger management programs</p> <p>5.2 Sources of conflict and violence</p> <p>5.3 Strategies for responding to conflict: negotiation, mediation, arbitration</p> <p>5.4 peer mediation programs</p> <p>5.5 restitution as a means of helping students strengthen themselves</p> <p>5.6 research on efficacy</p>	<ul style="list-style-type: none"> • class discussions • student products • Action Research Project 	<p>NBPTS: 1, 2, 5, 6, 8, 10, 11</p> <p>COE: 2, 6</p>
<p>6.0 Describe and demonstrate strategies for teaching and encouraging the development of prosocial behaviors in the classroom.</p> <p>6.1 Assumptions in teaching social skills</p> <p>6.2 modeling and practicing social skills</p> <p>6.3 cognition related to social skills (e.g., problem solving, negotiation, conflict resolution)</p>	<ul style="list-style-type: none"> • class discussions • video analysis • classroom audit • reflection • research literature analysis • Action Research Project 	<p>NBPTS: 1, 2, 4, 5, 6, 8, 9, 10, 11, 13</p> <p>COE: 1, 2, 4, 5, 6</p>

Course Objectives and Topics	Evidence of Achievement	Competencies and Guidelines: National Board of Professional Teaching Standards – Exceptional Needs [NBPTS] and USF College of Education Conceptual Framework Outcomes [COE]
6.4 promoting social skills in nonverbal children 6.5 research on efficacy of social skills training		
7.0 Discuss classroom counseling techniques. 7.1 strategies for crisis prevention (knowing children's cues, planning to minimize problems) 7.2 understanding the stages of a crisis (Walker, Wood & Long) 7.3 responding to violent/aggressive behavior	<ul style="list-style-type: none"> • class discussions • video analysis • reflection • Action Research Project 	NBPTS: 1, 2, 4, 5, 6, 8, 9, 10, 11, 13 COE: 1, 2, 4, 5, 6
8.0 Collaborate with others to implement behavioral interventions that support students displaying disruptive behaviors in both general and special education settings. 8.1 parent education/paraprofessional education programs 8.2 communicating with parents and professionals about behavior problems 8.3 strategies for involving parents and others in collaborative interventions	<ul style="list-style-type: none"> • class discussions • video analysis • research literature analysis • Action Research Project 	NBPTS: 1, 2, 3, 5, 6, 7, 11, 12, 14 COE: 1, 2, 4,
9.0 Describe approaches to stress management for professionals. 9.1 source of stress and burnout 9.2 strategies for dealing with stress and burnout 9.3 examining personal styles and needs to combat stress and burnout	<ul style="list-style-type: none"> • class discussions • video analysis • research literature analysis • Action Research Project 	NBPTS: 2, 10, 11, 13, 14 COE: 2, 4,