Professor: Dr. Kathy Mott  
Email: kmott@messiah.edu  
Phone: 717-557-6769  
Faculty Availability: Forum, email, phone

Faculty Availability
Contact: I will be checking in on the course several times per day (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email if your question is of a personal nature. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the General Course Forum so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less.

Faculty Expectations of Students
Class Notes, Power Points, Videos, etc. will be available in the Modules section of the course (Canvas). PPTs may include videos, voice recordings and/or additional requirements for the week.

Announcements: Please make sure that you read the announcements every time you log in to the course. These will be updated regularly with important course information. Any time I post an announcement I will also send an email notification for the announcement.

Instructional Time: Student will spend approximately 5.25 hours (on average) per week reading PPTs, watching the required videos, completing exams, as well as reading posts and submitting posts online in the discussion forums (roughly equivalent to classroom time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level, out of class work time).

Asynchronous/Synchronous learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least one synchronous learning experiences (via Adobe Connect) will be scheduled during this eight-week course (see course schedule). Students will be required to log on simultaneously so that the class can discuss the topic together. You should perform a systems check with our student computer services office prior to your first session to make sure your equipment is functioning properly.

Course Description:
This course is designed to engage learners in thoughtful exploration and discussion of models of human behavior, researched-based principles of behavior management and practical application of behavioral and educational strategies used to create a classroom climate that promotes positive behavior for all learners, including learners from culturally and/or linguistically diverse backgrounds. A strong emphasis will be placed on those learners with behavioral, emotional and social disabilities. Included will be foundations in understanding, assessing and managing behavior, strategies to prevent and remediate challenging behavior, and strategies for teaching pro-social replacement behaviors. In addition, the design of functional assessment and positive behavior supports will be addressed.
Curriculum Map
The fundamental educational task of Messiah College is to promote successful and meaningful learning and to help students attain the College-Wide Graduate Educational Objectives (CWGEOs), the Graduate Program in Education Program Objectives, and the objectives for each course in a student’s program.

The college and program objectives are measured through an assessment plan that allows the graduate faculty and college administrators to routinely evaluate and maintain the Graduate Program in Education’s effectiveness in meeting the required objectives. Student work samples are collected in accordance with the assessment plan and are anonymously evaluated using the assessment plan rubrics. You are invited and encouraged to read the objectives and assessment plan in the linked attachments.

Course Objectives:
1. Explain the definitions of behavior and behavior management.
2. Explain and demonstrate ethical principles related to behavior management.
3. State and explain federal and state regulations that govern the use of behavioral interventions with students.
4. Describe the behavioral characteristics of the most prevalent behavioral, emotional, and social disabilities manifested in childhood and adolescence.
5. Describe the continuum of services that are available to learners with serious emotional disturbances.
6. Describe threats to learning that can occur for learners with behavioral, emotional, and social disabilities.
7. Describe and apply the basic principles of various models of human behavior.
8. Observe, record, and chart the nature and frequency of behavioral and instructional strategies used in a classroom setting for the purpose of behavior management.
9. Develop positive behavior support intervention plans by applying principles of functional behavioral assessment (FBA).
10. Collaborate and consult with parents and other team members to maximize student progress.
11. Demonstrate and utilize technology for instruction.

Textbook and Other Course Materials (in APA format):

Required:


Additional readings assigned by the professor will be posted with the class resources on Canvas.

Course Requirements:

Exams
There will be two open-book exams in this course. The first exam will be given during week four and will cover materials covered during the first four weeks of the course. The second exam will be given during week eight and will cover material covered during the last four weeks of the course. The exams will
include objective and subjective items. The exams will assess student comprehension of key terms and also ability to apply concepts to relevant contexts. **Each exam will be worth 100 points.**

2. **Forums**
Students will be required to participate in forums on a weekly basis. Students will participate in a discussion forum based on a question or project posted by the instructor. Or be required to watch a video, listen to a podcast or view a feature film on a topic related to the course and chosen by the instructor. The original posts by the student will explore how watching the clip(s) can help others understand the particular exceptionalities and individuals portrayed in the clip(s). Additional instructions for the clip(s) assignment will be posted in Canvas. Students will be expected to post an original response to the question by 11:55 pm on Wednesday of the week and follow up responses to at least two other students by 11:55 pm on Saturday of that week. In addition, minimally all students will respond to any questions posted by other students about their comments. Original responses are to be between 200-250 words and are to include references to the readings for the week. This is a minimum standard for participation. Students who respond to more than two students, respond to follow up questions, incorporate outside readings into the responses, and demonstrate a clear comprehension of the material will receive higher grades. Grading will be as follows: Understanding and analysis of the readings (50%), Responses to other students that contributed to better understanding of course materials and facilitated additional conversation (30%), APA style (10%), incorporation of multiple or outside sources (10%).

The discussions will take place in small groups throughout the course. A grading rubric will be posted in Canvas to help students understand the grading procedure for the forums. **Each week’s postings can earn up to 25 points, for a total of 200 points.**

3. **Field Experience**
As part of the course requirements, students will spend 20 hours in a special education context that includes learners with social, emotional and/or behavior disorders, including learners from culturally and/or linguistically diverse backgrounds. Students will use this field experiences as the basis for their reflection papers and intervention plans. (Average 2.5/week; 20 hours during 8-week course).

Hour requirement: 2-3 hours/wk with pre-school or school-aged students who are identified as having social, emotional, and/or behavior disabilities (e.g., autism spectrum disorders, emotional and/or behavior disorders).

**Field Experience Activities** – observation and assisting the teacher; must prepare and deliver one lesson

Non-certification students will have community placements.

Certification students will have public school placements.

Clearances:
Copies of clearances must be on file with Allyson Patton before students can report to field experience sites. Most times, clearances must be dated within one year. In the event that you will complete field experience hours with your current employer, clearances may not need to be renewed. Please contact the Field Experience Coordinator by email or phone (office 717-691-6031).

**Directions for obtaining clearances**

4. **Reflection Papers**
These reflection papers will allow the student to consider course content in light of experiences in the field placement. Each reflection paper will focus on one or two course objectives and the connection students can make with course material and classroom experiences. Each reflection paper should be 3 pages or longer. All papers should be double-spaced and follow APA guidelines. **Reflection papers will be due March 28 and April 4.**

5. Intervention Plans

Students will write two intervention plans using FBA. These intervention plans will be based on students in the course field experience. The supervising teacher will provide input and feedback on the plan and allow for implementation as appropriate.

In preparation for constructing each intervention plan, you will need to observe the student in your field placement. Identify and define the behavior(s) you wish to observe. To assist with your recording of behaviors, you may wish to use a second hand on a watch or a timer to guide your time intervals. Every 10 seconds that totals 6 observations per minute, decide if the student is displaying the behavior being observed, and at that moment decide “yes” or “no.” You can tally the number of behaviors with tally marks or use clickers. You will want to record behaviors for at least 15 minutes. This will give you 90 tallies (1 tally every 10 seconds for 15 minutes). You can then calculate an exact percentage of time the student exhibits the targeted, observed behavior. It is advantageous to do this process at least two times, because you will be measuring observable behavior. This will help you as you prepare to write each intervention plan. You will present the data in a percentage on-task 60/90 observations = on-task 60% off-task 40%. Submit your behavior data with your intervention plans.

Based on the observable data, frequency, and intensity of behavior, students will create two intervention plans using FBA. **The first intervention plan for your first student will be due April 25. The second intervention plan for your second student will be due May 9.**

A detailed description of this assignment will be posted under assignments in Canvas.

**Grading:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Reflection Paper #1</td>
<td>75</td>
</tr>
<tr>
<td>Reflection Paper #2</td>
<td>75</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Forum Posts</td>
<td>200</td>
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<tr>
<td>Intervention Plan #1</td>
<td>200</td>
</tr>
<tr>
<td>Intervention Plan #2</td>
<td>200</td>
</tr>
</tbody>
</table>

A 93-100%  C+  77-79%
A- 90-92%   C  73-76%
B+ 87-89%
B  83-86%
B- 80-82%
Course Policies

Extra Credit: Generally extra credit points are not awarded in this course.

Late Assignments – All assignments are due by the beginning of class on the due date assigned. Responses to discussion questions are due by midnight on the due dates assigned. A 5% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Failure to complete any assignment by the end of the course could result in the student failing the whole course.

Missed Exams – Any student that misses an exam must contact the professor to make arrangements to take a makeup exam. It will be up to the discretion of the professor as to the format of the makeup exam.

Returned Assignments – All assignments will be returned to the student for review of the assigned grade. A grading matrix and professor comments will be attached to each assignment. If students have questions about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment.

Course Information

Self-Care
Part of the process of becoming a counselor is an ongoing commitment to self-awareness. Students often have strong emotional reactions to the content of counseling courses or skill-development experiences. Students may also become aware of something about themselves that impacts their present or future work with clients. It is important to acknowledge these reactions and in some cases utilize the help of a professional counselor to process them. Students should refer to the program website and student handbook for recommendations about how to find a professional counselor. They are also encouraged to consult with their instructor or advisor in deciding how and when to seek outside support.
## Course Schedule: March 16, 2013 – May 10, 2014

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignments</th>
<th>Hours*</th>
<th>Obj.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: Mar 15-21</strong></td>
<td>Understanding Behavior and Behavior Management</td>
<td>IT</td>
<td>N-IT</td>
</tr>
<tr>
<td></td>
<td>Wheeler &amp; Richey, ch. 1</td>
<td>1</td>
<td>1-7</td>
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<tr>
<td></td>
<td>Power Points ch 1</td>
<td>1</td>
<td>11</td>
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<tr>
<td></td>
<td>Canvas – Syllabus and Introductions</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Forum 1 (read and respond)</td>
<td>2.5</td>
<td>1,11</td>
</tr>
<tr>
<td></td>
<td>Field Experience</td>
<td>2.5</td>
<td>8,10</td>
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<tr>
<td><strong>2: Mar 22-28</strong></td>
<td>Partnering with Families; Legal and Ethical Principles</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Wheeler &amp; Richey, ch. 2 &amp; 3</td>
<td>1.5</td>
<td>1,2,3,4</td>
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<tr>
<td></td>
<td>Power Points ch 2&amp;3</td>
<td>1.5</td>
<td>11</td>
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<tr>
<td></td>
<td>Field Experience</td>
<td>2.5</td>
<td>8,10</td>
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<tr>
<td></td>
<td>Reflection Paper #1 Due</td>
<td>6</td>
<td>1-10</td>
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<tr>
<td></td>
<td>Forum 2 (read, respond and post)</td>
<td>2.5</td>
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<tr>
<td><strong>3: March 29-Apr 4</strong></td>
<td>Preventing Challenging Behavior &amp; Understanding FBAs</td>
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<tr>
<td></td>
<td>Wheeler &amp; Richey, ch. 4&amp;5</td>
<td>1.5</td>
<td>1-7</td>
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<td>Power Points ch 4&amp;5</td>
<td>1.5</td>
<td>11</td>
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<td></td>
<td>Field Experience</td>
<td>2.5</td>
<td>8,10</td>
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<tr>
<td></td>
<td>Forum 3 (read and respond)</td>
<td>2.5</td>
<td>11</td>
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<tr>
<td></td>
<td>Reflection Paper #2 Due</td>
<td>6</td>
<td>1-10</td>
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<td><strong>4: Apr 5-11</strong></td>
<td>Assessment and Planning Behavior Supports</td>
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<td></td>
<td>Wheeler &amp; Richey, ch. 6&amp;7</td>
<td>1.5</td>
<td>1-7</td>
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<td>Power Points ch 6&amp;7</td>
<td>1.5</td>
<td>11</td>
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<td></td>
<td>Field Experience</td>
<td>2.5</td>
<td>8,10</td>
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<tr>
<td></td>
<td>Midterm Exam Due</td>
<td>4</td>
<td>1-7</td>
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<tr>
<td></td>
<td>Forum 4 (read and respond)</td>
<td>2.5</td>
<td>11</td>
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<td><strong>5: Apr 12-18</strong></td>
<td>Positive Behavior Supports and Using Reinforcement</td>
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<td>Wheeler &amp; Richey, ch. 8&amp;9</td>
<td>1.5</td>
<td>1-7</td>
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<td>Power Points ch 8&amp;9</td>
<td>1.5</td>
<td>11</td>
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<td></td>
<td>Field Experience</td>
<td>2.5</td>
<td>8,10</td>
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<tr>
<td></td>
<td>Forum 5 (read and respond)</td>
<td>2.5</td>
<td>11</td>
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<tr>
<td><strong>6: Apr 19-25</strong></td>
<td>Teaching Replacement Behaviors and Reducing Challenging Behaviors</td>
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<tr>
<td></td>
<td>Wheeler &amp; Richey, ch. 10&amp;11</td>
<td>1.5</td>
<td>1-7</td>
</tr>
<tr>
<td></td>
<td>Power Points ch 10&amp;11</td>
<td>1.5</td>
<td>11</td>
</tr>
</tbody>
</table>
Field Experience | 2.5 | 8,10 
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Intervention Plan #1 Due | 10 | 2,4,6,7,8,9,10 
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Forum 6 (read and respond) | 2.5 | 11 
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7: Apr 26-May 2 | Cultivating Self Determination Skills | 
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Wheeler & Richey, ch. 12 | 1.5 | 1-7 
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Power Point ch 12 | 1.5 | 1 
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Field Experience | 2.5 | 8,10 
---|---|---
Forum Post 7 (read and respond) | 2.5 | 11 
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Final Exam | 4 | 1-7 
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8: May 3-9 | 
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Intervention Plan #2 Due | 10 | 2,4,6,7,8,9,10 
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Field Experience | 2.5 | 8,10 
---|---|---
Canvas – Discussing Field Experiences | 2 | 4,6,11 
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Forum 8 (read and respond) | 2.5 | 11 
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TOTALS | 42 hrs | 62 hrs 

*Instructional Time (IT) 42 hrs / 3 credits
*Non-Instructional (N-IT)"Homework"

** Reading based on 30 pages per hour; Writing papers based on 2 hours/page

Program Policies

Academic Integrity
The Academic Integrity Policy for Graduate Students is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act
Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance
The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717)796-1800, ext. 3590. Click here for resources and databases that relate to this field.

Statement of Copyright Protection
The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.
Statement of Confidentiality
Students may be asked to post written work and to engage in written dialog with other class members
within an LMS. The student should be aware that although confidentiality within the course environment
is encouraged, it is possible that users in and outside the course may have access to course content.

Writing Center
The Writing Center is available to any graduate student who has a desire to improve his/her writing. The
role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of
errors you are making, lets you know when something is not clear, and suggests that you have not fully
supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or
provide you with the specific points to support your argument. Ultimately, it is your responsibility to find
and use the resources you need to improve your writing but connecting with our Writing Center, either
online or face-to-face, is a good place to start.

Hardware and Software Recommendations
Student technology recommendations are found on the Information Technology Services website. These
guidelines have been put in place to best equip you to have an optimal technological experience in our
online programs.

Technical Support for Students
Technological support is available to all students during the days and times listed on the Information
Technology Services homepage. Students also have access to technical support (i.e. tutorials, help
functions, etc.) through the College’s portal, MCSquare, and through the College’s Learning Management
System.