

# Syllabus

## Special Education 2010 (3 credits) Effective Behavior Management Practices for Paraeducators

**Credits:** 3

**Instructor:** Tammy Pettigrew

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**Course Description:**

The course teaches paraeducators to apply effective behavior management strategies to individuals with disabilities in a variety of settings. Introduction to proactive behavior management strategies, basic concepts of behavior management, and the application of intervention plans are points of emphasis.

Course Objectives 2010	2001 CEC* Common Core Standards for Paraeducators	Utah Standards for Instructional Paraprofessionals (draft 8/12/04)
1. Identify the three principles of behavior.	PE6, K1	Standard 3
2. Identify the five steps required to specify a behavior.	PE6, K1	Standard 3
3. Identify three types of observation procedures, and then using these procedures, gather and graph student data.	PE3, S1 – S2	Standard 3
4. Identify four types of positive reinforcers and then identify the advantages and limitations of the four types of reinforcers.	PE6, S1, S2, S5	Standard 3
5. Identify five interventions to strengthen student behavior.	PE6, S1, S2, S5	Standard 3
6. Identify five principles of effective instruction.	PE4, K1 – K3	Standard 1
7. Identify a paraeducator's role in delivering a curriculum based assessment (CBA), task analysis, and portfolio assessment.	PE3, S2 PE5, S3	Standard 1
8. Identify the five levels of physical assistance.	PE5, S3 – S4	Standard 1
9. Identify and define verbal prompt procedures.	PE5, S3 – S4	Standard 1
10. Identify three situations in which independent responses should be checked.	PE5, S3 – S4	Standard 1

\* CEC stands for the Council for Exceptional Children

To meet objectives, students will:

- Read weekly assignments (see Course Schedule),
- Watch video presentations,
- Respond to progress checks (i.e., self-administered quizzes) at the end of each lesson,
- Participate in discussions and other activities,
- Complete assignments listed each week (by deadline), and
- Respond to test questions.

**TEXT:** Morgan, R.L., Forbush, D.E, & Avis, D. (2001). *Enhancing Skills of Paraeducators: A Video-Assisted Training Program* (2<sup>nd</sup> edition). Logan, UT: Technology, Research, and Innovation in Special Education (TRISPED).

**Each week, the student should proceed as follows.** **First**, check the weekly reading assignments that appear in the Course Schedule. Note that readings are listed each week by *deadline*, so make sure all readings are **COMPLETED BEFORE THE DEADLINE**. Read each assignment. **Second**, watch the “Presentation” for the week. The presentations briefly outline and summarize the reading. **Third**, take the progress checks at the end of lessons in the TEXT. (Note: Material in other readings is not followed by progress checks.) Progress checks are optional, but questions will be similar to or identical to those on the tests. **Fourth**, participate in the Video Activity discussion board at the end of most TEXT lessons (see Course Schedule). Your discussions should extend and enhance the video material. **Fifth**, complete the group exercises, application exercises, or mini-assignments (see Course Schedule). These are very important because several points are at stake! Ensure that the group exercises, application exercises, or mini-assignments are completed before the deadline.

**Course Requirements:** Each student will be expected to complete progress checks (optional), tests, group exercise discussion boards, video activity discussion boards, application exercises, and the behavior change paper in a timely manner. These products are described below.

***Progress Checks (optional):*** Students may elect to take progress checks, or self-administered quizzes, on each lesson in the TEXT. Each progress check will consist of questions taken from material in the text. *Test items will be similar to progress check questions.* Completed progress checks do not have to be turned in to the instructor. Answers to progress check questions appear in Appendix A of the text.

***Tests:*** Two unit tests will be taken, each consisting of short answer and multiple choice questions. The purpose of the test is to measure acquisition of knowledge from the course. Test items will be similar or identical to progress check questions at the end of each lesson. Additional questions will be drawn from the readings. **SCORING** will be computed as total points out of 100. Tests must be taken online before the deadlines shown in the schedule.

***Group Exercise Discussion Boards:*** Five discussion board activities will require at least two log-ins from each participant. **SCORING OF PARTICIPATION** will be based on the extent to which participation extends group discussion or assisted in developing a quality outcome in the activity.

***Video Activity Discussion Boards:*** Students should first view each video activity. Second, review potential answers to video questions in the manual. Following the video activity, discussion board activities will be posted. Students must respond to the discussion board at the end of each lesson (the ones with video activities) before moving to the next reading. Each activity will require at least one log-in from each student. **SCORING OF PARTICIPATION** in Video Activity Discussion Boards will be based on the extent to which a student's input extended group discussion.

***Application Exercises:*** Students will submit four application exercises described in the TEXT (Specify and Define a Behavior p. 140, Collect Data on a Student's Behavior p. 153, Complete a Checklist of Potential Reinforcers p. 160, and Analyze One of Four Tasks p. 191) by submitting the necessary forms and a ½ page, double-spaced summary. Application Exercises on "Collect Data on a Student's Behavior" and "Complete a Checklist of Potential Reinforcers" require that forms be completed. In the ½ page summaries, students will identify the procedures used, why these procedures were used, and what outcome was produced. **SCORING:** Twenty-point application exercises will be scored based on completeness of forms, description of procedures, justification for procedures, description of outcome, and spelling/grammar.

***Behavior Change Paper:*** Each student will propose one behavior change project based on interventions described in Unit 4 and the Tough Kid Book. Follow procedures below and those described in Unit 4 p. 171. Students will write a 2-page double-spaced paper proposing a behavior intervention for a student with whom they work or a child outside a classroom. Interventions should be those described in Unit 4, Lesson 5. If not, the intervention must be approved by the instructor. The paper should specify and define

- a behavior to be weakened,
- name an alternative behavior to be strengthened,
- identify factors that may be affecting the harmful/disruptive behavior,
- name an observation procedure to be used to record the behaviors (e.g., frequency, time sampling, per opportunity),
- name potential positive reinforcers, and describe how one of the informal interventions in Lesson 5 would be applied with the child.

To develop the Behavior Change Project, data collection and reinforcer identification activities from the Application Exercises may be used. **SCORING:** The 140-point paper will be scored based on definitions of behaviors to be weakened/strengthened, names of observation procedures to be used to record the behaviors, names of potential positive reinforcers to be used to increase the alternative behavior, how one of the information interventions would be applied, and spelling/grammar.

In addition to the products described above, each student will be expected to comply with course policies on participation and submission of assignments as described below:

**Course Policy on Participation:** The instructor expects that each student will actively participate in class discussion. **Participation is defined as** occasional contributions to forum activities that extend and enhance group process.

**Course Policy on Late Assignments:** Assignments that are submitted after 12:00 a.m. on the due date will be subjected to a 30% penalty unless prior permission and late submission arrangements are made with the instructor. Without permission for late extension, assignments submitted more than 7 calendar days late (i.e., after the start of class the following week) will receive a score of 0.

**Course Grading:** The course will be graded A, B, C, D, or F for students who are pursuing an Associates Degree. Evaluation methods and available points are described below:

Evaluation Method	Points Available
Tests	2 tests x 100 points max. = 200 points
Group Exercise Discussion Boards	5 discussion boards x 20 points max = 100 points
Video Activity Discussion Boards	8 discussion boards x 10 points max = 80 points
Application Exercise	4 x 20 points max = 80 points
Behavior Change Project	1 x 140 points
Participation	100 pts.

**Grading System**

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<u>Total Pts</u>	<u>Percent</u>	<u>Grade</u>	<u>Total Pts</u>	<u>Percent</u>	<u>Grade</u>
564 - 600	94 - 100	A	456 - 473	76 – 78.9	C
546 - 563	91 – 93.9	A-	438 - 455	73 – 75.9	C-
528 - 545	88 – 90.9	B+	420 - 437	70 – 72.9	D+
510 - 527	85 – 87.9	B	402 - 419	67 – 69.9	D
492 - 509	82 – 84.9	B-	below 402	below 67	F
474 - 491	79 – 81.9	C+			

**Given prior official notification from the Disability Resource Center (DRC) the instructor for this course will assist the student in identifying specific disability-related accommodations. It is the responsibility of the student to notify the instructor of needed accommodations.**

## **USU AND DEPARTMENT OF SPECIAL EDUCATION AND REHABILITATION POLICIES**

### **USU INCOMPLETE POLICY**

Executive Memorandum 79-15

A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the quarter to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the quarter in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

### **STUDENTS WITH DISABILITIES**

If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, taking of examinations, etc. Must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative formats--large print, audio, diskette or Braille. If you have additional questions or concerns, please contact the head of the Department of Special Education and Rehabilitation.

### **DEPARTMENT POLICIES**

#### **GRADING GUIDELINES**

1. Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses.
2. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

#### **GRADE POINT REQUIREMENTS**

1. Certification/Undergraduate Students - Students must maintain a grade point average of 2.75 after being admitted to the Teacher Education Program and while taking courses in the major.
2. Graduate Students - All graduate students must maintain a 3.0 grade point average to remain an active student in the graduate program.

#### **STUDENT BEHAVIOR & ACADEMIC HONESTY**

Student behavior in accordance with USU's Student Code of Conduct/Rights is expected during all interactions with faculty and peers. It is expected that students' work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

### **CERTIFICATION/UNDERGRADUATE COURSE REQUIREMENTS**

1. Students are required to earn a "C" or higher in all certification courses. Students who receive a grade below "C" must retake the course. Each student will be allowed to repeat a maximum of one course (course is defined as didactic courses, practica and student teaching). Students who receive two grades below "C" or withdraw from two practica (or one practica two times) will not be permitted to continue coursework in special education. Student teaching may not be repeated without appeal and approval by the appropriate special education program committee.

2. Students who do not apply for certification within 12 months of graduating, may be subject to additional coursework prior to recommending certification.