Course Title: EXED 433-700 Models of Positive Behavior Support

Course Discipline: Exceptional Education, Learning Behavior Disorders and Moderate and Severe Disabilities P-12

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Phone: 270-776-6374 (please leave a message).

Semester: Spring 2009

EXED 433 Goal: Utilize this class to gain a clear understanding of behavior management and models of behavior management. In addition, take this opportunity to develop a repertoire of behavior management strategies that will be utilized in the public classroom setting focusing on positive behavior supports.


Prerequisites: EXED 330 or 516; EXED 432


Additional Resources: Additional resources will be provided by the instructor. In addition, the student will also be required to locate supplementary materials relevant to class.


Initial-Level Performance in
Standard 1: The teacher demonstrates applied content knowledge.
Standard 2: The teacher designs and plans instruction.
Standard 3: The teacher creates and maintains learning climate.
Standard 4: The teacher implements and manages instruction.
Standard 5: The teacher assesses and communicates learning results.
Standard 6: The teacher demonstrates the implementation of technology.
Standard 7: The teacher reflects on and evaluates teaching and learning.
Standard 8: The teacher collaborates with colleagues/parents/others.
Standard 9: The teacher evaluates teaching and implements professional development.
Standard 10: The teacher provides leadership within school/community/profession.
Explanation of how KY Academic Expectations, Core Content, and Program of Studies are addressed in EXED 433: Students are required to develop a class-wide Positive Behavior Support Project to demonstrate knowledge of creating a positive learning climate which allows students with disabilities to access the general curriculum content of the AE, CC, and POS. In addition, students are required to write a research paper which addresses one or more of the models of behavior management.

**EXED 433 Critical Performance – Positive Behavior Support Project**

Kentucky Teacher Standard(s) Assessed: Standard 3 – Creates/Maintains Learning Climate, Standard 4 – Implements/Manages Instruction

Purpose and Use Statement: This critical performance is an evaluation of Kentucky Teacher Standards 3 and 4. Completion and uploading of this performance into the electronic portfolio is a requirement for a passing grade for EXED 433.

Graded Product: Research paper and Positive Behavior Support plan

Task: Students will produce a short research paper of models of PBS and then create a class-wide positive behavior support plan for a given classroom after researching models of PBS. Students will turn in the research paper AND the PBS plan.

**Scoring Rubric:**

<table>
<thead>
<tr>
<th>Components</th>
<th>Exemplary Work (4)</th>
<th>Standard Met (3)</th>
<th>Standard Partially Met (2)</th>
<th>Standard Not Met (0-1)</th>
</tr>
</thead>
</table>

**WKU’s College of Education & Behavioral Sciences**

**Professional Educator’s Expected Dispositions:**

<table>
<thead>
<tr>
<th>The Educational Professional Demonstrates the Following…</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Values learning as evidenced by:</td>
</tr>
<tr>
<td>Attendance</td>
</tr>
<tr>
<td>Class Participation</td>
</tr>
<tr>
<td>Class Preparation</td>
</tr>
<tr>
<td>Communication</td>
</tr>
</tbody>
</table>

| 2. Values Personal Integrity as evidenced by:           |
| Emotional Control                                      |
| Ethical Behavior                                       |

| 3. Values Diversity                                    |

| 4. Values Collaboration                                |

<p>| 5. Values Professionalism as evidenced by:             |
| Respect for school rules, policies, and norms         |
| Commitment to self-reflection and growth               |
| Professional Development and involvement              |
| Professional Responsibility                            |</p>
<table>
<thead>
<tr>
<th>Research paper</th>
<th>Paper is 4-5 pages long and is written in APA style with minor errors in APA and at least 6 references</th>
<th>Paper is 4-5 pages long and is written in APA style with no more than 5 (total) APA errors and 3-5 references</th>
<th>Paper is slightly longer or shorter than required and has multiple APA errors and less than 3 references</th>
<th>Paper is not written in APA style, and is considerably longer or shorter than the required 4-5 pages and/or no references</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBS Procedure Described Fully</td>
<td>PBS procedure used for plan is described in detail and components are clear and relate to the given classroom</td>
<td>PBS procedure used for plan is described and components of plan are clear</td>
<td>PBS procedures used for plan are not fully described or components are not clear</td>
<td>PBS procedure not described</td>
</tr>
<tr>
<td>PBS Plan Rationale Given</td>
<td>Clear rationale for using PBS procedure chosen given</td>
<td>An attempt was made to provide rationale for PBS procedure chosen</td>
<td>Rationale provided did not relate to given classroom</td>
<td>Rationale not given for PBS procedure chosen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Set</th>
<th>Std Number</th>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kentucky Teacher Standards</td>
<td>3</td>
<td>Creates/Maintains Learning Climates</td>
<td>The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
</tr>
<tr>
<td>Kentucky Teacher Standards</td>
<td>4</td>
<td>Implements/Manages Instruction</td>
<td>The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.</td>
</tr>
</tbody>
</table>

**APA STYLE**

All papers submitted in this course will be typed and formatted according to the *Publication Manual of the American Psychological Association* (5th ed.). **APA style will not be taught as a part of this course.** Students are individually responsible for obtaining and following APA style conventions, for part of the grade of each applicable assignment will be based upon the extent and accuracy to which these conventions are used. APA’s Publication Manual is on sale at the campus bookstore, and students may also wish to consult the web for information on citing electronic references: http://www.apastyle.org/elecref.html

**Comparison of Council for Exceptional Content Standards and KY Teacher Standards**

<table>
<thead>
<tr>
<th>CEC Content Standards</th>
<th>KY Teacher Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundations</td>
<td>1. Content Knowledge</td>
</tr>
</tbody>
</table>
2. Development and Characteristics of Learners

3. Individual Learning Differences

4. Instructional Strategies

5. Learning Environments and Social Interactions

6. Language

7. Instructional Planning

8. Assessment

9. Professional and Ethical Practice

10. Collaboration

1. Content Knowledge

2. Designs/Plans Instruction

3. Learning Climate

4. Manages Instruction

5. Assessment

6. Technology

7. Reflection

8. Collaboration

9. Professional Development

10. Leadership

**Additional Assignments:**

**Discussion Boards**-The student will participate in a variety of discussion boards during the semester. Topics will include foundations of understanding and managing behavior, measuring and charting behavior, strategies for behavioral assessment, behavior reinforcement programs, behavior reduction strategies.

5 Discussion Boards-20 points each-100 points total

*Specific instructions and due dates will be provided for each discussion board.

**DISCUSSION BOARD POSTINGS**

When posting to the course discussion board, students should: (a) maintain confidentiality regarding schools, school personnel, students, and students’ families and (b) avoid negative evaluations/comments regarding others both in and outside of the course. In addition, students should maintain confidentiality regarding the postings of other students in the course. In other words, the discussion board is not a forum for complaints about the practices of schools and school personnel, neither is it a public forum intended for distribution to those not enrolled in the course. Rather than discussing what someone may be doing wrong in the classroom, use the course content to discuss what educators should do right in the same kind of situation. Deviations from these guidelines will not be tolerated. With that being said, please be aware that, as with any online forum, discussion boards are not private and may be viewed by others who do not have permission to access the board.
Final Exam
A final exam will be administered during the last on-campus meeting. A study guide will be provided for the exam and exam questions will be composed of topics covered in class and on-line.
100 points
*It is the student’s responsibility to inform the instructor prior to the exam that he/she will be absent. It will be the instructor’s decision whether or not a make up exam will be given. Make-up exams will be entirely essay.

Group Activities
During each on-campus meeting, the student will participate in a group activity. The student must be present to earn group activity points. Group activities will not be made up in any circumstance.
4 On-campus meetings-25 points per activity-100 points total

Point Distribution:
Research Paper 100 points
PBS Plan/ Procedure/Rational 100 points
Discussion Boards (5@20 points each) 100 points
Group Activities (4@25 points each) 100 points
Final Exam 100 points

Total Points 500 points

Grading Scale
A 90%-100%
B 80%-89%
C 70%-79%
D 60%-69%
F <60%

Additional Information:
TECHNOLOGY MANAGEMENT
Managing student technology is the sole responsibility of the student. The professor and/or WKU are not responsible for making sure that: (a) student word processing software is compatible with that used by the University; (b) student email software is working properly and that students know how to use it (e.g., to send attachments to the professor); (c) Internet service providers’ equipment and software are installed and working properly in conjunction with student computers; (d) in the event that a student’s computer stops working properly or becomes totally inoperative, the student has another means by which he or she can successfully complete the course; and (e) any other student technology problem or issue gets successfully resolved. It should be understood that, even though periodic travel to a campus classroom may not be required, online courses require more dedication, self-motivation, organization, and planning than many face-to-face courses, and this in part implies that if a student cannot resolve any personal technology difficulties, his or her only workable solution may be to drop the course.

Please note that working, compatible technology (hardware and software) are prerequisites to taking an online course. This includes PowerPoint software. If you are having difficulty, please contact the Help Desk at 270-745-7000.

EMAIL COMMUNICATION
Due to the fact that: (a) it is often difficult to correctly interpret the intended tone of an email message; (b) it is often too easy to quickly zip off a rude email to someone without first finding out “the whole story” or thinking through the possible consequences of doing so; and (c) people sometimes will communicate things in an email that they would never say in a face-to-face conversation, students should take care to be polite, to-the-point, professional, and respectful in all email communication with the professor. In the case that inappropriate/disrespectful student email is received by the professor, she reserves the right to deduct points, delete it without answering questions or responding in any way, retain copies to be used as evidence in student disciplinary proceedings, or take any other appropriate action he sees fit.

Plagiarism Policy:
To represent ideas or interpretations taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. (Source: WKU Faculty Handbook, 16th ed., p. 59) If it is determined that a student has plagiarized any work, a grade of “F” will be recorded as a final grade for this class and the respective Department Chair will be notified.

Note: Student work may be checked using plagiarism detection software.

Disability Accommodations Statement:
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, Office of Student Success Center (located in the new addition to DUC). The OFSDS telephone number is (270) 745-5004.

Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.