

Syllabus

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

Credits: 3

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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* (2nd 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: