Course Description

This course will examine the literature and practice in planning and implementing school wide systems of positive support for students in K-12, especially for those students with emotional/behavioral disabilities. As well, the course will focus on effective behavioral management strategies for K-12 students, particularly those students with emotional/behavioral disabilities and other special needs. Current research-based practices such as functional behavior assessment (FBA), behavior intervention/support planning (BIP/BSP), behavioral IEPs/IFSPs, cognitive behavior modification, classroom management, social skills training, and a variety of other strategies/techniques and resources will be presented.

Prerequisites: SpEd 4/518 or concurrent registration

Text and Supplementary Materials

Required


• Note: Resources for the course will be provided to students at the instructor’s webpage http://www.wou.edu/~brownbr/Classes/SpEd_623_Sp_14/

Additional Resources:


**Course Objectives:**

Students will know/be able to:

• current educational terminology and definitions of students with emotional/behavioral disabilities (e/bd), including the identification criteria and labeling controversies, utilizing professionally accepted classification systems, and current incidence and prevalence figures;
• the historical foundations that undergird the growth and improvement of knowledge and practices in the field of e/bd and current issues and trends in special education and the field of emotional/behavioral disabilities;
• major characteristics of individuals with e/bd and the effects of dysfunctional behavior on learning;
• identify the factors that influence the overrepresentation of culturally/linguistically diverse students in programs for individuals with emotional/behavioral disabilities;
• the legal system to assist students with emotional/behavioral disabilities including: legal provisions, regulations, and discipline measures for students with emotional/behavioral disabilities;
• specialized policies regarding screening, referral, and placement procedures for students with emotional/behavioral disabilities;
• essential characteristics of valid behavior ratings scales;
• plan and implement school-wide systems of effective behavioral support (EBS);
• delineate and apply the goals and intervention strategies and procedures related to a variety of theoretical approaches to students with emotional/behavioral disabilities;
• utilize functional behavioral assessment to plan and implement behavior support/intervention plans to address group and/or individual behaviors;
• develop observable/measurable goals and objectives for IEPs or IFSPs targeting behavioral challenges;
• develop and implement a systematic behavior management plan for students with e/bd using a variety of behavioral principles (including observation; recording, charting establishment of timelines, intervention technique hierarchies, and schedules of reinforcement);
• select target behaviors to be changed and identify the critical variables affecting the target behavior (such as subsequent events and antecedent events);
• plan, organize, and implement individualized student programs of the student with e/bd with special consideration to use of reinforcement systems and environmental conditions;
• identify and use research-supported prevention and intervention strategies as early as appropriate for use with students with emotional/behavioral disabilities;
• select, develop, and evaluate curriculum materials and technology applicable to students with emotional/behavioral disabilities;
• establish classroom rules and a consistent classroom routine for students with emotional/behavioral disabilities;
• articulate appropriate management procedures/strategies for challenging behaviors/problems;
• articulate strategies for teaching social skills;
• articulate a variety of non-aversive techniques (including voice modulation, facial expressions, planned ignoring, proximity control, and tension release) for the purpose of controlling targeted behavior and maintaining attention of students with emotional/behavioral disabilities;
• define and use skills in problem solving and conflict resolution;

Students will also be expected to meet the following **Interstate Teacher Assessment & Support Consortium (InTASC) Standards** that have been adopted by the **Oregon Teacher Standards & Practices Commission (TSPC)**. Specific InTASC/TSPC standards addressed in SpEd 623 are listed below.

**Standard 2: Development and Characteristics of Learners.** Candidates know and demonstrate respect for their students first as unique human beings. Candidates:

(B) Understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with exceptional learning needs; and

(C) Understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

**Standard 3: Individual Learning Differences.** Candidates understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Candidates:

(A) Understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community;

(B) Are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options; and

(C) Demonstrate that the understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

**Standard 4: Instructional Strategies.** Candidates possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Candidates:

(B) Enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase students’ self-awareness, self-management, self-control, self-reliance, and self-esteem; and

**Standard 5: Learning Environments and Social Interactions.** Candidates actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs. Candidates:

(A) Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world;

(B) Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs;

(C) Help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions;

(D) Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations;

(E) Demonstrate the ability to safely intervene with individuals with exceptional learning needs in crisis; and

**Standard 7: Instructional Planning.** Individualized decision-making and instruction is at the center of special education practice. Candidates:

(A) Develop long-range individualized instructional plans anchored in both general and special curricula;

(B) Systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment,
and a myriad of cultural and linguistic factors;
(C) Understand that individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization;
(D) Demonstrate that understanding these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables;
(E) Demonstrate the ability to modify instructional plans based on ongoing analysis of the individual’s learning progress;
(F) Facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate;
(H) Are comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Standard 8: Assessment.** Assessment is integral to the decision-making and teaching of special educators and candidates use multiple types of assessment information for a variety of educational decisions. Candidates:
(A) Use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress;
(F) Conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs;
(G) Use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs;
(H) Regularly monitor the progress of individuals with exceptional learning needs in general and special curricula; and
(I) Use appropriate technologies to support their assessments.

**A summary of the InTASC standards aligned to courses in the Special Educator Program follows.**
As well, students will be able to meet the following behavior management knowledge and skill standards for the *CEC Professional Standards for Beginning Special Educators* (6th ed., 2009)

**Knowledge:**

- **CC5K2** Basic classroom management theories and strategies for individuals with exceptional learning needs.
- **CC5K4** Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- **CC5K5** Social skills needed for educational and other environments.
- **CC5K6** Strategies for crisis prevention and intervention.
- **CC5K7** Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- **CC5K10** Strategies used by diverse populations to cope with a legacy of former and
continuing racism

Skills:
CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
CC5S2 Identify realistic expectations for personal and social behavior in various settings.
CC5S3 Identify supports needed for integration into various program placements.
CC5S4 Design learning environments that encourage active participation in individual and group activities.
CC5S5 Modify the learning environment to manage behaviors.
CC5S6 Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
CC5S7 Establish and maintain rapport with individuals with and without exceptional learning needs.
CC5S8 Teach self-advocacy.
CC5S9 Create an environment that encourages self-advocacy and increased independence.
CC5S10 Use effective and varied behavior management strategies.
CC5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
CC5S12 Design and manage daily routines.
CC5S13 Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
CC5S14 Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
CC5S15 Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
CC5S16 Use universal precautions.

Use of Electronic Devices during Class Time

Electronic devices (cell phones, computers/tablets, etc.) are permitted during class for two main purposes

(i) for notetaking, viewing course content or for a class activity during class, or
(ii) as a disability accommodation approved by the Office for Disability Services. Checking e-mail, texting, completing assignments for another class, or web surfing during class is unprofessional behavior and will not be tolerated.

If a student is using an electronic device in class, the instructor reserves the right to see what it is being used for and if it is not for the purposes noted above, the student will:

• earn “0” points for attendance/participation for that session,
• be asked to turn off and put away the device for the balance of the class session or surrender the device to the instructor for the balance of the class session (to be returned at the end of class) or
• be asked to leave the class session.

A second infraction will mean the student must leave the class for the duration of that class period and will earn “0” points for attendance/participation for that class session.

A third infraction means a grade of “F” will be submitted for the course and that means no M.S. degree in Spring term and the next time SpEd 682 is offered will be Spring 2014.

Students Needing Course Accommodations/Modifications, are Veterans or Need Academic Guidance

A student who feels she/he may need an accommodation for any type of disability is
encouraged to contact the Office of Disability Services (ODS) in the Academic Programs & Support Center (APSC). The Office of Disability Services campus telephone number is (503) 838-8250 and the e-mail address is: ods@wou.edu. Only students who are certified by the ODS as having a documented disability are eligible for accommodations/modifications of course assignments/requirements as specified by the Director of ODS.

Veterans and active duty military personnel with special circumstances are encouraged to communicate these to the instructor. Veterans and active duty military personnel who are experiencing social/emotional difficulties are encouraged to contact the Student Health & Counseling Center (SHC), 503-838-8313, health@wou.edu to speak with a counselor.

A student in this class may be referred to the WOU Student Success Specialist (SSS) if the instructor determines her/his performance in the class is placing her/him at academic risk. The SSS will offer to work with a referred student to address issues and develop a student success strategy. Irrespective of whether a referral has or has not been made, each student is ultimately responsible for tracking her/his own progress in this course.

Note To Graduate Students:
All major graduate student policies, thesis/human subject/research guidelines, and important dates that pertain to you can be found on the Graduate Office web site at:

http://www.wou.edu/provost/graduate/

Course Assignments and Evaluation

- All assignments need to be submitted no later than the due date.
- Assignments that are late may be penalized five points each day unless the instructor approves a late submission.
- All assignments are to be typed/word processed and edited for spelling and grammar.
- Citations MUST conform to the APA Style Manual (6th ed.).

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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tr>
<td>Attendance &amp; Participation</td>
<td>ongoing</td>
<td>50</td>
</tr>
<tr>
<td>Functional Behavior Assessment</td>
<td>May 7th</td>
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<tr>
<td>Behavior Intervention/Support Plan</td>
<td>May 21st</td>
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<tr>
<td>Individualized Education Plan (or IFSP)</td>
<td>May 21st</td>
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<tr>
<td>Research Activity and Presentation</td>
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<tr>
<td>Social Skills Resource Review &amp; Presentation</td>
<td>June 11th</td>
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<tr>
<td>Quizzes on Zirpoli</td>
<td>April 30th / May 28th</td>
<td>30</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>250 pts</strong></td>
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Assignment Descriptions

Attendance and Participation
Because of the nature of this course, it is essential that students attend and participate at each session
Functional Behavior Assessment (FBA)

Students will complete a thorough Functional Behavioral Assessment (FBA) of a child/youth who presents challenging behavior of some type. Additional instructions and resources are provided at:


ALL students will be required to use electronic/digital observation tools (e.g., eCove, DATA, etc.) to obtain data about their student’s behavior. A minimum of three (3) direct behavioral observations will be required to gather data for the FBA, two of which must be using eCove or other software/apps. Students may also use more traditional paper-pencil tools that are provided on the website.

Behavior Support Plan (BSP)

Based on the FBA, students will then be required to prepare and submit a Behavior Intervention/Support Plan (BIP/BSP) for the child/youth for whom the FBA was completed. Additional instructions and a sample BIP/BSP are provided at:


Individualized Education Plan (IEP) [or Individualized Family Services Plan (IFSP)]

The IEP will be based on the Functional Behavior Assessment and Behavior Intervention Plan described above. Students are to use an IEP-generating software program – Records Manager 2005 is provided to complete the IEP and is available at:

http://www.wou.edu/~brownbr/Classes/SpEd_623_Sp_14_Assignments/3_Behavioral_IEP_Resources/4_IEP_Resources/Records_Manager_2005_RT/

The IEP will focus on behavioral goals & objectives for the student and will incorporate the key elements of an IEP/IFSP to include a minimum of 3 (long-term) goals and 2 (short-term) objectives per goal.

Research Activity and Presentation

This assignment is intended to allow students to work individually or in teams (maximum of 2 students) to research a specific type of emotional/behavioral disabilities focusing on major characteristics, prevalence, treatment & behavior interventions for children and youth with the specific emotional or behavioral disorders. Specific areas of focus might include:

- Oppositional Defiant Disorders (ODD);
- Conduct Disorders (CD);
- Unipolar Depression & Suicide;
- Early Onset/Pediatric Bipolar Disorder;
- Personality Disorders;
- Other Mood Disorders;
- Attention Deficit/Hyperactivity Disorder (AD/HD);
- Anger Management Disorders;
- Intermittent Explosive Disorders
- Sexual Predation;
- Reactive Attachment Disorder (RAD);
- Anxiety Disorders;
- Obsessive Compulsive Disorders (OCD);
- Post-Traumatic Stress Disorder (PTSD);
- Developmental Trauma Disorders (DTD);
- Social Maladjustment & Delinquency;
- another disorder approved by the instructor

Students will research the disorder to gather the most informative literature, locate web resources, and prepare a presentation (e.g., PowerPoint, KeyNote, Prezi) that MUST include a
2-4 minute video clip on the topic. A handout/brochure must be uploaded to Moodle for classmates.

Social Skills Program/Resource Presentation
This assignment is intended to allow students to review a social skills training program that focuses on teaching children/youth basic or advanced social and interpersonal skills. Such programs include, but are not limited to, *Skillstreaming the Elementary Child, Skillstreaming the Adolescent; Second Step Violence Prevention, The PREPARE Curriculum*, etc. ([See attached list](#))

Students will review a social skills program/resource and prepare a 1-page (single-space) handout for classmates and the instructor that will be uploaded to Moodle. Students will present a brief overview of the reviewed program/resource at the final class session.

Quizzes on Zirpoli text
The quizzes will be based on specified chapters of the text and will be available for on-line completion through Moodle. PDFs of the quizzes are available at the SpEd 623 Moodle site or at: [http://www.wou.edu/~brownbr/Classes/SpEd_623_Sp_14/](http://www.wou.edu/~brownbr/Classes/SpEd_623_Sp_14/).

Grading System

- **A** = 95 - 100
- **A-** = 90 - 94
- **B+** = 87 - 89
- **B** = 84 - 86
- **B-** = 80 - 83
- **C+** = 77 - 79
- **C** = 74 - 76
- **C-** = 70 - 73
- **D+** = 67 - 69
- **D** = 64 - 66
- **D-** = 60 - 63
- **F** = below 60
# Course Sequence:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
<th>Readings/Assignments</th>
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| April 2<sup>nd</sup> | • Introductions  
• Course syllabus  
• Web resources  
• Quizzes on Moodle  
• ED/BD: background, definitions, prevalence/incidence; conceptual models; characteristics |                                       |
| April 9<sup>th</sup> | • Positive Behavioral Supports (PBS/PBIS/SWPBS)  
• Functional Behavior Assessment  
• eCove demonstration | **Readings:**  
• Zirpoli: Ch. 1, 12, 13, 14  
• Hand-outs |
| April 16<sup>th</sup> | • Functional Behavior Assessment (cont’d)  
• Other observation tools  
• Analysis & interpretation | **Readings:**  
• Zirpoli: Ch. 1, 3, 4, 5, 6, 8 |
| April 23<sup>rd</sup> | • Functional Behavior Assessment (cont’d)  
• Behavioral Intervention/Support Plans | **Readings:**  
• Zirpoli: Ch. 6, 7, 8, 9 |
| April 30<sup>th</sup> | • Behavioral Intervention/Support Plans (cont’d)  
• Behavioral IEPs & Development  
• Writing Behavioral Goals/Objectives | **Readings:**  
• Zirpoli: Ch. 6, 7, 8, 9, 10  
• Quiz 1: Zirpoli: (Moodle) |
| May 7<sup>th</sup> | • Principles of Behavior Management  
• Behavior Modification Principles  
• Cognitive Behavior Modification (CBM)  
• Reinforcement & Management | **Readings:**  
• Zirpoli: Ch. 2, 3,  
**Assignment Due:**  
• Functional Behavior Assessment |
| May 14<sup>th</sup> | • Legal Issues re: EBD/Discipline  
• Identification/Diagnosis  
• Discipline issues | **Readings:**  
• TBD |
| May 21<sup>st</sup> | • Guest Presenter | **Assignment Due:**  
• TBD  
• Behavior Support Plan  
• Individualized Education Plan |
| May 28<sup>th</sup> | • Student Presentations  
• Behavioral Disorders & Interventions | **Assignment Due:**  
• EBD presentation & Hand-out/Brochure  
• Quiz 2: Zirpoli: (Moodle) |
| June 4<sup>th</sup> | • Student Presentations  
• Behavioral Disorders & Interventions | **Assignment Due:**  
• Social Skills Resource Presentation |
| June 11<sup>th</sup> | • Student Presentations  
• Social Skills Resource Presentations | **Assignment Due:**  
• Social Skills Resource Presentation |
Social Skills Resource Review Assignment

Commercially available curricula:

Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (rev.): (Goldstein, Glick & Bibbs, 1998)
Website: http://www.uscart.org/new.htm

Be Cool: Coping with Difficult People
Website: http://www.stanfield.com/conflict.html

Classroom Conflict Resolution Training for Gr. 3-6 (The Community Board Program, 1995)
Website: http://www.cfchildren.org/

Connecting with Others: Lessons for Teaching Social and Emotional Competence: Gr. K-2, Gr. 3-5, Gr. 6-8, Gr. 9-12 (Coombs-Richardson, 1996; Research Press Publishing)
Website: http://www.researchpress.com/product/item/4917/

Curriculum for Global Citizenship Skills: Co-operation and Conflict Resolution (< 5 – 19 yrs)
Website: http://www.oxfam.org.uk/coolplanet/teachers/globciti/scoop.htm

Devereux Early Childhood Assessment (DECA) & Curriculum (2 – 6 yrs)
Website: http://www.kaplanco.com

Getting To Know You! Gr 1-3, Gr 4-5, Gr. 6-9 (Hanken & Kennedy, 1998; Research Press Publishing)
Website: http://www.researchpress.com/product/item/8168/#8168

Website: http://www.researchpress.com

Lions~Quest Working It Out (Conflict Management): Gr. K-6
Website: http://www.quest.edu/content

Lions~Quest Skills for Adolescence: Gr. 6-8
Website: http://www.quest.edu/content

Lions~Quest Working Toward Peace (Conflict Management): Gr. 6-8
Website: http://www.quest.edu/content

Lions-Quest Skills for Action: Gr. 9-12
Website: http://www.quest.edu/content

Lions-Quest Exploring the Issues: Promoting Peace and Preventing Violence: Gr. 9-12
Lions-Quest Exploring the Issues: Teens, Alcohol and Other Drugs: Gr. 9-12
Website: http://www.quest.edu/content

Next STEP: Student Transition and Educational Planning (Halpern, Herr, Doren & Wolf, 1997)
Website: http://www.proed.com

Peer Mediation: Conflict Resolution in Schools: Gr. 6-12 (Schrumpf, Crawford & Bodine, 19??)
Website: http://www.researchpress.com

Promoting Social Success: A Curriculum for Children with Special Needs: Gr. 6-12
(Siperstein & Paige Rickards, 2004; National Professional Resources &/or Brookes Publishing)
Website: http://www.researchpress.com
Website: http://www.nprinc.com/soc_emot/pssu.htm

Real World Social Skills Curriculum: Gr. K-5 (P. Crissey; Turning Point Publishing)
Website: http://www.turningpointtechnology.com/Pr/PC/PCI1858.htm

Ready-to-Use Social Skills Lessons & Activities for Grades 7-12 (Weltmann Begun, 1996; Center for Applied Research in Education [CARE])
Website: http://www.phdirect.com

Right Choices: Conflict Resolution Kit: 10-18 yrs (Worldview Publishing)
Website: http://www.worldviewpub.com/

Second Step Violence Prevention Program: Gr. Pr-/K, Gr. 1, Gr. 2, Gr. 3, Gr. 4, Gr. 5 (Committee for Children)
Website: http://www.cfchildren.org/ss.html

Second Step Violence Prevention Program: Middle School/Junior High
Website: http://www.cfchildren.org/ss.html

Skills for Living: Group Counseling Activities for Elementary Students (Smead, ???)
Website: http://www.researchpress.com

Skills for Living: Group Counseling Activities for Young Adolescents, Vol I & II (Smead, ???)
Website: http://www.researchpress.com

Steps to Respect: A Bully Prevention Program: Gr. 3-4: Level 1
Website: http://www.cfchildren.org/

Steps to Respect: A Bully Prevention Program: Gr. 4-5: Level 2
Website: http://www.cfchildren.org/

Steps to Respect: A Bully Prevention Program: Gr. 5-6: Level 3
Website: http://www.cfchildren.org/
Skillstreaming in Early Childhood: Teaching Pro-social Skills to the Preschool and Kindergarten Child (McGinnis & Goldstein, 1997)
Website: http://www.researchpress.com

Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Pro-social Skills (McGinnis & Goldstein, 1997)
Website: http://www.researchpress.com

Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Pro-social Skills (McGinnis & Goldstein, 1997)
Website: http://www.researchpress.com

Teaching Social Competence to Youth and Adults with Developmental Disabilities: A Comprehensive Program. (Jackson, D. A., Jackson, N. F. & Bennett, M. L., ????)

The EQUIP Program: Teaching Youth to Think and Act Responsibly through a Peer-Helping Approach (Gibbs, Potter, & Goldstein, ????)
Website: http://www.researchpress.com

The Honor Level System: Discipline by Design (Churchward, 2001)
Website: http://www.honorlevel.com/

The PASSPORT Program: A Journey through Emotional, Social, Cognitive, and Self-Development: Gr. 1-5, Gr. 6-8, Gr. 9-12 (Vernon, ????)
Website: http://www.researchpress.com

The PREPARE Curriculum: Teaching Pro-social Competencies (Goldstein, 1999)
Website: http://www.researchpress.com


Thinking, Feeling, Behaving for Children: An Emotional Education Curriculum, Gr. 1-6 (Vernon, ????)
Website: http://www.researchpress.com

Thinking, Feeling, Behaving for Adolescents: An Emotional Education Curriculum, Gr. 7-12 (Vernon, ????)
Website: http://www.researchpress.com

Tough Choices: Anger Management Kit: 10 yrs - adults (Worldview Publishing)
Website: http://www.worldviewpub.com/
Viewpoints: A Guide to Conflict Resolution and Decision Making for Adolescents  
(Guerra, Moore & Slaby, ????)
Website: http://www.researchpress.com


Working Together: Building Children’s Social Skills Through Folk Literature (Cartledge & Kleefeld, 1994)
Website:

Website: http://www.youthchg.com
Parent/Guardian Permission
To Conduct a Functional Behavioral Assessment on a Student

I hereby grant permission to

____________________________________

to conduct a functional behavioral assessment and write a report on

____________________________________

I am aware that:

• the first person named above is a graduate student in the Special Educator Program at Western Oregon University and that she/he is learning how to conduct functional behavioral assessments as part of her/his training to be a special educator;
• neither the child/youth nor his/her family will be identified in the report – only a number/letter sequence may be used to identify the child/youth and the school;
• the observation results will be shared with the Western Oregon University faculty member who instructs the WOU graduate student in SpEd 623;
• a copy of the report will not be placed in the child/youth's files at the school;
• a copy of the report is to be provided to the parent(s)/guardian(s) on request.

Signed:  ________________________________________
Print Name:  ________________________________________
Relationship:  ________________________________________
Date:  __________________________

___ By initialing here, I am requesting a copy of the report after it has been graded and returned to the WOU graduate student.
Managing Challenging Behavior I

• Students/People always **behave in certain ways for a reason** – ALWAYS.
  o It may be due to mental illness or a medical condition, it may be due to medication, it may be because a student thinks it would be a novel way to do something, but there is a reason – we may not be able to figure out the reason immediately, but part of our job should be to try to do so.

• As with anything we do in schools, we need to **TEACH** prosocial behaviors – don’t expect students to know how to behave in a prosocial way
  o **MODEL** prosocial behaviors for students whenever you can

• Most behavior challenges we see in students are either
  (a) a **skill** deficit – student doesn’t know how to behave differently, or
  (b) a **performance** deficit – student doesn’t know when to choose to behave more appropriately
  o In either (a) or (b), we need to **TEACH** students how to behave in more prosocial ways;
    i. in (a) above, we need to teach (a) replacement behavior(s) and
    ii. in (b) above we need to reteach and practice the replacement behavior under a variety of circumstances until it becomes (almost) automatic for the student(s)
  o **Remember** – it might be easier to **change YOUR behavior** and in so doing, help the student change his/hers.
  o There is **NO** success like success!
    o As with academic tasks, you have to make sure students are (likely to be) successful when they attempt to use a newly acquired (or older, little used) prosocial behavior.
    o If they are successful on initial attempts, that bodes well for future use of the new/replacement behavior.

  o **Use reinforcers** with your students – would you work/teach as hard as you do if you never were paid or had a payoff for your efforts?
  o Find the reinforcer that works for your student(s) and use it/them
  o Always try to avoid use of food or beverage reinforcers; try to find activity reinforcers
  o If a reinforcer works but over time loses its effectiveness and/or the student engages in behaviors that are not appropriate, it can be acceptable to take away earned reinforcers to remind the child/youth that there is a response-cost for engaging in inappropriate behavior
    o In such cases, it is recommended to try to allow the child/youth to **earn back** the reinforcers lost by engaging in appropriate behavior
  o Give students **CHOICES** – limit the choices available to a student based on what the student can handle, but allow the student to make the choice
  o **No one** – child or adult – likes to be told all the time what to do or how to do it.
Don’t ask a student to do something if you don’t mean to give a choice of doing it or not doing it – sometimes it is necessary to TELL the student what is to be done; the choice can come in as to when the student wants to do it.

Giving choices is teaching the student a valuable tool.

Be CONSISTENT and FAIR – you can be strict, but you need to be fair and consistent.

In the majority of situations, students are not engaging in challenging behavior just to annoy you – do NOT personalize challenging behavior; it is always best to maintain a calm, unemotional manner in dealing with misbehavior.

Some little sayings that might come in handy:

- Praise – Specify – Ignore (unless the outcome will be dangerous to the student or other students or adults in the setting)
- Catch ‘em being good and reinforce the prosocial behavior(s)
- Two WRONGS don’t make a right!
- An ounce of prevention (or early intervention) is worth a pound of cure (punishment).
- The golden rule: Do unto others as you’d have them do unto you.
- Teachers: Treat every student the way you would want your own child to be treated.
- Say what you mean, mean what you say.