

Murray State University
COURSE SYLLABUS

Revised Summer 2008

DEPARTMENT: ACS COURSE NUMBER: SED 685 CREDIT HOURS: 3

I. TITLE: Positive Behavioral Interventions

II. COURSE DESCRIPTION: Special five (5) week course aligned with Kentucky Department of Education Behavior Institute. The course is conference based for three (3) days and web enhanced for a total of five weeks of instruction. The Behavior Institute typically held during the last week of June. Students must also enroll in the Behavior Institute prior to class beginning. Participation in the Behavior Institute offered by the Kentucky Department of Education is required.

III. PURPOSE: To allow students to gain expertise in teaching students with Emotional Behavioral Disorders. Attendance at Kentucky Department of Education's Behavior Institute is required.

IV. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Teacher Standards for Preparation and Certification (KTS). Upon successful completion of this class, students will be able to:

- A. Describe causal factors of emotional and behavioral issues associated with genetics, at-risk factors and co-morbidity issues. (KTS #1)
- B. Identify characteristics/types of disordered behavior including hyperactivity, conduct disorders, inattention, delinquency, substance abuse, withdrawal, depression, suicidal and psychotic behavior. (KTS #1)
- C. Understand and describe the roles of different agencies and wrap-around services available to children and youth with emotional and behavioral disorders in Kentucky. (KTS #10, 2, 8)
- D. Discuss issues presently being researched and debated in the field of behavior disorders. (KTS #7, 8)
- E. Design and implement an individual, classroom, or school-wide plan to address a current emotional or behavioral issue impacting student progress or academic achievement. (KTS #2, 3)
- F. Utilize knowledge of developmental stages in children and adolescents in the context of behavior management in the design of the individual, classroom or school-wide plan. (KTS #2, 3)
- G. Demonstrate knowledge of ethnic/social/cultural factors of significance in the area of discipline and classroom management in the design of the individual, classroom or school-wide behavior plan. (KTS #2, 3)
- H. Demonstrate the use of research-based effective individual, classroom, or school-wide

discipline model components and principles in the design and implementation of a positive behavior management plan. (KTS #3, 4)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to reflect on ways they can improve the education of students with emotional/behavioral disabilities.

The EPSB Themes of Diversity and Closing the Achievement Gap are explored in the course through researching and planning behavior intervention plans.

V. CONTENT OUTLINE:

- A. Theoretical Models of Behavior
- B. Types of Behavior Problems
- C. Tips for Managing Classroom Behavior
- D. Behavior Intervention Training
- E. Social Skill Instruction
- F. Bullying
- G. Threat Assessment

VI. INSTRUCTIONAL ACTIVITIES:

- A. Students must attend all three days of the conference and have conference sessions signed off by presenter(s) and or room facilitators prior to exiting each session. (24 hours)
- B. Students must attend at least three national speaker sessions.
- C. Students must attend evening conference debriefings with MSU faculty. Sessions will begin immediately after final session for that day and go for an hour.
- D. During Monday's debriefing class session, students will work within homogenous groups discussing the sessions they attended.
- E. Tuesday's debriefing class will follow same format. Students who attend same sessions will "JIGSAW" information and share information and handouts with whole group. Students who attended sessions alone will also be required to share information to group and present handouts.
- F. At Wednesday's debriefing session students will submit their project proposal.
- G. Students must complete all required assignments within the established time frame to receive a grade for the course.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

Students must attend the Behavior Institute in Lexington, Kentucky, @@@@ @@@@

VIII. RESOURCES:

Blackboard, websites

IX. GRADING PROCEDURES:

- A. All students must complete:
 - 1. An individual, classroom-based or school-wide behavior intervention plan 250 pts.
 - 2. AND one of the following options 250 pts:

- Annotated bibliography (50 resources minimum)
- Action research project to be used in their own classroom/school
- Research paper APA style (minimum 20 pages)
- Read and summarize three professional texts on related topic (20 page summary minimum)

There will be eight PowerPoints posted on the Blackboard site. Students are required to write a 1 page thoughtful response for each PowerPoint. 25 pts ea

Total Points 700

B. Grading Scale

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

E = Below 60%

X. ATTENDANCE POLICY:

This course adheres to the attendance policy stated in the current MSU *Graduate Bulletin*. In order to receive credit for the course students must attend all three days of the conference and all three debriefing sessions; complete the two course assignments, and participate in all on-line discussion groups. Online activities will be synchronized.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the academic honesty policy stated in the current MSU *Graduate Bulletin*

XII. TEXT AND REFERENCES:

Text will vary based on projects designed by students and approved by course professor.

XIII. PREREQUISITES:

None

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:

Murray State University does not discriminate on grounds of race, color, gender, sexual orientation, religion, national origin, age, disability, or veteran's status in providing any educational or other benefits services of Murray State University to students or those applying for admission at Murray State University. Murray State University attempts to provide equal opportunity in all areas of student admissions, financial aid, employment, and placement and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies contact the Office of Equal Opportunity, 270-809-3155.

Class Schedule

The class is officially scheduled from June 14-July 17, 2007. Grades will be posted August 7, 2007 on Murray State University PIN System.

Assignment	Due
Power Point Reflections	
Overview	June 18 th
Theoretical Models	June 22 nd
Rest of the Story	June 29 th
Tips	July 3 rd
Behavior Intervention Training	July 6 th
Social Skills	July 10 th
Bullying	July 13 th
Threat Assessment	July 17 th
Major Projects	
Behavior Intervention Plan	July 13 th
Choice Assignment	July 25 th