



FLORIDA INTERNATIONAL UNIVERSITY
DEPARTMENT OF TEACHING & LEARNING

EEX 4601/5608

Behavioral Approaches to Learning and Classroom Management

Semester and Year: Fall 2014

Day(s) and Time: Tuesdays and Thursdays 12:30-1:45

Tuesday Class Sessions will be face-to-face

Thursday Sessions will be held online synchronously.

Location for Tuesday's Classes: ZEB 135

Professor:

Name: Dr. Patricia M. Barbetta

E-mail: Blackboard e-mail is the way to reach me for class-related issues. It will come to my email address (barbetta@fiu.edu) with a course code.

Office Phone: 305-348-2835

Office Location: ZEB 235

Office Hours: Tuesdays 9:00 AM-12:00 PM; Thursdays 2:00 PM-4:00 PM -Virtual through Adobe Connect (URL: <https://connect.fiu.edu/barbettaofficehours/>). Phone and email advisement scheduled and conducted at other times, as needed

I. Course Description

This course examines classroom management as the interrelationship between appropriate curricula, methods, materials, student behavior, and teacher behavior. Strategies for group and individual behavior management will be examined. These factors are related to the five competencies from the Florida Education Standards Commission and the research base of the Professional Assessment and Comprehensive Evaluation System (PACES). Managing classroom behavior can be one of the most formidable tasks facing teachers. There are occasions when simple monitoring and modification of the learning environment is sufficient to develop and maintain appropriate classroom behavior. However, there will be times when students behave in unacceptable ways. This is as true for the best teacher as it is for the worst. The decisions a teacher makes during these times can escalate or deescalate an already unfavorable situation.

Web-assisted/On-line Component.

This course will include various web-assisted components. All course materials, assignments etc. will be available on Blackboard. The quizzes will be taken on Blackboard, and unless otherwise directed, and all assignments will be submitted via Blackboard. *Also, beginning the first week of class, Thursday class sessions will be held online synchronously using Adobe Connect via Blackboard.* This means that class will still be held at the same time, but you will

attend the class via the Internet. The link to the adobe connect class will be in course modules in Blackboard

II. COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

III. Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAPs), Florida's Exceptional Student Education K-12 (ESE K-12), and Florida Standards for Teachers of English for Speakers of Other Languages (ESOL).

Council for Exceptional Children (CEC)

Standard 1: Foundations

ICC1K2: Laws, policies, and ethical principles regarding behavior management planning and implementation

IGCIK2: Models and theories of deviance and behavior problems

IGC1K9: Theory of reinforcement techniques in serving individuals with exceptional learning needs

Standard 2: Development and Characteristics of Learners

ICC2K7: Effects of various medications on individuals with exceptional learning needs

IGC2K3: Etiologies and medical aspects of conditions affecting individuals with exceptional learning needs

Standard 3: Individual Learning Differences

IGC3K1: Complications and implications of medical support services

IGC3K3: Impact of multiple disabilities on behavior

Standard 4: Instructional Strategies

ICC4S4: Use strategies to facilitate maintenance and generalization of skills across learning environments

ICC4S5: Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance,

and self-esteem

IGC4S9: Use a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs

Standard 5: Learning Environments/Social Interactions

ICC5K1: Demands of learning environments

ICC5K2: Basic classroom management theories and strategies for individuals with exceptional learning needs

ICC5K3: Effective management of teaching and learning

ICC5K4: Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs

ICC5K5: Social skills needed for educational and other environments

ICC5K6: Strategies for crisis prevention and intervention

IGC5K2: Adaptation of the physical environment to provide optimal learning opportunities for individuals with exceptional learning needs

ICC5S2: Identify realistic expectations for personal and social behavior in various settings

ICC5S4: Design learning environments that encourage active participation in individual and group activities

ICC5S5: Modify the learning environment to manage behaviors

ICC5S10: Use effective and varied behavior management strategies

ICC5S11: Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs

ICC5S12: Design and manage daily routines

ICC5S15: Structure, direct, and support the activities of paraeducators, volunteers, and tutors

IGC5S5: Use skills in problem-solving and conflict resolution

IGC5S6: Establish a consistent classroom routine for individuals with exceptional learning needs

Standard 7: Instructional Planning

ICC7K5: Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

IGC7K1: Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs

ICC7S4: Use functional assessments to develop intervention plans

ICC7S5: Use task analysis

ICC7S6: Sequence, implement, and evaluate individualized learning objectives

IGC7S1: Plan and implement individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior

Standard 8: Assessment

IGC8S1: Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptional learning needs

IGC8S5: Monitor intragroup behavior changes across subjects and activities

Standard 10: Collaboration

IGC10K1: Parent education programs and behavior management guides that address severe behavior problems

and facilitation communication for individuals with exceptional learning needs

ICC10S11: Observe, evaluate, and provide feedback to paraeducators

IGC10S3: Teach parents to use appropriate behavior management and counseling techniques

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

- Principle #1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaning for students.
- Principle #2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle #3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills.
- Principle #5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- Principle #6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle #7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle #8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle #10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Florida Educator Accomplished Practices (FEAPs)

FEAP 1.a.2: The Learning Environment. To maintain a student-centered learning environment that is safe, organizes, flexible, inclusive, and collaborative, the effective educator consistently:

- 2a. Organizes, allocates, and manages the resources of time, space, and attention;
- 2b. Manages individual and class behaviors through a well-planned management system;
- 2c. Conveys high expectations to all students;
- 2d. Respects students' cultural, linguistic, and family background;
- 2e. Models clear, acceptable oral and written communication skills; and
- 2f. Maintains a climate of openness, inquiry, fairness, and support.

3. Knowledge of instructional practices in exceptional student education:

6. Identify effective classroom management and flexible grouping strategies for specific instructional activities.

4. Knowledge of assessing, designing, and implementing positive behavior supports:

1. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
2. Identify data collection strategies for assessing student behavior.
3. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
4. Identify and interpret the essential elements of functional behavior assessment and a behavior intervention plan.
5. Recognize the various concepts and models of positive behavior management.

IV. Course Objectives and Professional Standards

Upon completion of this course, students will have an understanding of the following:

1. Define behavior management and explain its purposes.
2. Discuss the importance of the principles that are the foundations of all behavior management decisions.
3. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
4. Identify the behavior of an effective teacher and that of an ineffective one.
5. Describe the difference between the environmental model and the behavioral model of behavior management.
6. Describe the four basic consequences of behavior.
7. Outline the five basic schedules of reinforcement.
8. Explain the relationship between tangible and social reinforcers.
9. Describe the steps involved in the behavior change process.
10. Identify the best method of selecting the appropriate reinforcer and explain why this method is preferred.
11. Define and distinguish among the four methods of increasing behaviors.
12. Recognize the various concepts and models of positive behavior management.
13. Explain the procedures to use to increase the on-task behavior of students.
14. Describe how to establish a token economy system in a classroom or home.
15. Identify the basic difference between reinforcement of incompatible behaviors and discrimination.
16. Explain the differences in the types of time-out and the advantages and disadvantages of each.
17. Describe the process of extinguishing inappropriate behaviors in the classroom or at home.
18. Describe the various steps involved in the life-space interview.

19. Describe the basic differences in the use of counseling techniques, expressive media, and behavior influence techniques.
20. Analyze the legal and ethical issues pertaining to positive behavior management strategies and disciplinary actions.
21. Define milieu therapy and explain how it is used and under which conditions.
22. Define expulsion, suspension, and in-school suspension conditions.
23. Characterize the reactions, problems, and needs of parents of children with behavioral problems and other disabilities conditions.
24. Explain the purpose and the objectives of parent behavior management training conditions.
25. Implement assessment strategies used to aid parents in conducting the behavior change program conditions.
26. Identify data collection strategies to assess student behavior.
27. Analyze individual and group data to select and evaluate proactive interventions that foster appropriate behavior.
28. Identify and interpret the essential elements of a functional behavior assessment and a behavior intervention plan.
29. Implement the eight-session behavior management training course with parents.
30. Described the difference between psycho situational assessment interview and parent teacher interview.
31. Discuss the potential impact off students from diverse ethnic, cultural, and linguistic groups on behavior management.
32. Discuss the potential impact of students at risk for behavior problems.

V. Required Textbook, Readings, and Other Instructional Materials*

Scott, T.M., Anderson, C/M., Alter, P. (2012). *Managing Classroom Behavior Using Positive Behavior Supports*. Pearson. ISBN-10: 0205498345 • ISBN-13: 9780205498345.

Quizlet: Quizlet is a free online flashcard and vocabulary development site. I have created flashcards for each course unit. Utilizing this site will be highly beneficial, as there is a considerably large vocabulary associated with course. These terms will be assessed on the quizzes and final exam. You are required to join quizlet, by going to:

<http://quizlet.com/join/yk3SjrYAz>

This course requires considerable use of a computer and the internet, including some class time online. If you do not have access at home, the COE and University labs are available for your use. You also might want to check your local library.

VI. Course Requirements and Grading Standards (Subject to Change)

Course grades are based on the number of points earned. A total of 416 points are divided over the following course elements:

	Assignment	Points
1.	Quizzes (20-30 questions at one point each)	205
2.	Comprehensive Final Exam (80 questions at 1 pt. each.)	80
3.	Iris Module Questions/Answers (4 modules)	54
4.	Dozen Mistakes Article Review	12

5.	Taskstream Part #1:Schedule and Classroom Layout	20
6.	Taskstream Assignment Part II: Classroom Rules, Management System, Open Climate	35
7.	Taskstream Assignment Classroom Learning Environment Plan (merged Parts I and II)	10
8.	Quizlet Bonus Points (8 quizlet assignments at 2 bonus points each, not mandatory)	0
Total		416

*NOTE: Assignments may be revised, modified, and/or substituted after discussion with students or after reevaluation by the instructor to improve content and course delivery.

Any assignment submitted late will result in an automatic 5 pt. deduction from moment it is late, with the exception of bulletin board forums or journals. Late is defined as the time indicated in Blackboard and will be marked "late" by Blackboard. An additional 5 pts. will be deducted for every day that it is late after that. No assignments will be accepted more than 5 days late and will result in 0 points earned on that assignment. Bulletin board forums/journals posted late will result in 0 pts. earned.

Description of Assignments, Resources, and Rubrics/Grading Criteria (Note: Brief descriptions of the assignments are below. Detailed descriptions can be found in your Blackboard course). All assignments are to be submitted into Blackboard by the due date.

1. **Quizzes:** Eight quizzes will be given over the textbook, in-class lectures, PowerPoint presentations, on-line reading assignments and other online materials. Quizzes will be taken in Blackboard outside of class. You are expected to take the quizzes independently and without any resource materials, as you would if you took them in class.
2. **Comprehensive Final Exam:** A comprehensive exam covering material from the entire course will be given. This exam will be taken on Blackboard **in class** during our scheduled final examination time.
3. **Iris Module Questions:** You will go through 4 different behavior management modules created by the Iris Center (<http://iris.peabody.vanderbilt.edu/>). After you go through each module, you will answer the questions at the end of the modules. Your responses will be submitted via Blackboard Dropbox. Responses are to be typed. Modules are worth 9-30 pts. The module links and questions are posted in the Assignment Dropbox.
4. **Dozen Mistakes Article Review:** You will read a study a provided article and respond to questions related to the article.
5. **Classwide Behavior Management Plan (TaskStream Assignment):** This assignment requires that a Classwide behavior management project will be developed to help ensure a safe, organized, and student-centered environment that promotes student learning and inquiry. The plan will be submitted in two parts (Part #1:Schedule and Classroom Layout and Part II: Classroom Rules, Management System, Open Climate). You will be given feedback on the two parts, will make the appropriate revisions and then will be required to resubmit both parts merged together to both Blackboard and Taskstream. The assignment will contain the following information.
 - A written class schedule that allocates and manages time on task.
 - A layout of your ideal classroom structure developed with a computer program.

- A management system that states clear rules for appropriate behaviors, a reinforcement system, and a correction system for problem behaviors.
- A detailed plan for teaching the class expectations to the students.
- A position statement on how you considered student diversity in the development of the system and in your use of instructional strategies to teach the students appropriate classroom behaviors while discouraging problem behaviors.
- Your strategies for communicating students' progress and difficulties to each student, their families, and related professionals.
- Your methods for maintaining an open climate that is fair, supportive, and open to student and parent input.

Taskstream Assignment Rubric

Standards	Mastery (3pts.)	Proficient (2 pts.)	Limited (1 pt.)
<p>FEAP 1.a.2: The Learning Environment. To maintain a student-centered learning environment that is safe, organizes, flexible, inclusive, and collaborative.</p> <p>Florida ESE K-12 3. Knowledge of instructional practices in ESE (Item 6: Identify effective classroom management and flexible grouping strategies for specific instructional activities.</p>	<p>Paper that receives a minimum of 90% of the total points</p>	<p>Paper that receives a minimum of 80% of the total points</p>	<p>Paper that receives less than 80% of the total points</p>
<p>FEAP 1.a.2: The Learning Environment. 2a. Organizes, allocates, and manages the resources of time, space, and attention</p> <p>Florida ESE K-12 3. Knowledge of instructional practices in ESE (Item 6: Identify effective classroom management and flexible grouping strategies for specific instructional activities.</p>	<p>The candidate thoroughly developed a written class schedule that organizes, allocates, and manages time on task. The candidate clearly developed a layout of their classroom structure using a computer program. The candidate made appropriate use of space to support learning and discourage problem behavior.</p>	<p>The candidate adequately developed a written class schedule that organizes, allocates, and manages time on task. The candidate satisfactorily developed a layout of their classroom structure, using a computer program. The candidate made adequate use of space to support learning and discourage problem behavior.</p>	<p>The candidate partially developed a written class schedule organizes, allocates, and manages time on task. The candidate partially developed a layout of their classroom structure, using a computer program.) The candidate made limited use of space to support learning and discourage problem behavior.</p>
<p>FEAP 1.a.2: The Learning Environment. 2b. Manages individual and class behaviors through a well-planned management system</p> <p>Florida ESE K-12 3. Knowledge of instructional practices in</p>	<p>The candidate thoroughly developed a management system that states clear rules for appropriate behaviors, a reinforcement system, and a correction system for problem behaviors.</p>	<p>The candidate adequately developed a management system that states clear rules for appropriate behaviors, a reinforcement system, and a correction system for problem behaviors.</p>	<p>The candidate partially developed a management system that states clear rules for appropriate behaviors, a reinforcement system, and a correction system for problem behaviors.</p>

ESE (Item 6: Identify effective classroom management and flexible grouping strategies for specific instructional activities.			
FEAP 1.a.2: The Learning Environment. 2c. Conveys high expectations to all students	The candidate thoroughly developed a plan for teaching the class expectations to the students.	The candidate adequately developed a plan for teaching the class expectations to the students.	The candidate partially developed a plan for teaching the class expectations to the students.
FEAP 1.a.2: The Learning Environment. 2d. Respects students' cultural, linguistic, and family background	The candidate provided a thorough position statement on how their management system considered student diversity in the development of the system and in their use of instructional strategies to teach the students appropriate classroom behaviors while discouraging problem behaviors.	The candidate provided an adequate position statement on how their management system considered student diversity in the development of the system and in their use of instructional strategies to teach the students appropriate classroom behaviors while discouraging problem behaviors.	The candidate provided a limited position statement on how their management system considered student diversity in the development of the system and in their use of instructional strategies to teach the students appropriate classroom behaviors while discouraging problem behaviors.
FEAP 1.a.2: The Learning Environment. 2e. Models clear, acceptable oral and written communication skills	The candidate clearly delineated strategies for communicating students' progress and difficulties to each student, their families, and related professionals.	The candidate satisfactorily delineated strategies for communicating students' progress and difficulties to each student, their families, and related professionals.	The candidate partially delineated strategies for communicating students' progress and difficulties to each student, their families, and related professionals.
FEAP 1.a.2: The Learning Environment. 2f. Maintains a climate of openness, inquiry, fairness, and support	The candidate clearly delineated their methods for maintaining an open climate that is fair, supportive, and open to student and parent input.	The candidate satisfactorily delineated their methods for maintaining an open climate that is fair, supportive, and open to student and parent input.	The candidate partially delineated their methods for maintaining an open climate that is fair, supportive, and open to student and parent input.

6. **Bonus Points:** In this class you can earn up to 16 bonus points for engaging in Quizlet vocabulary activities and submitting the appropriate evidence. Please, note that the class **IS NOT** designed with the requirement to earn bonus points. That is, a student can have a positive class outcome without bonus points.

*You are encouraged to turn in assignments on time. Failure to do so will result in one point lost for each day the assignment is late. The following is a sample of documentation that should be submitted with any late assignment: a doctor's statement, jury duty service, accident report, or other appropriate documentation.

Grading Scale (course grades will be determined as follows):

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	above 93	B-	80 - 82	D+	68 - 70
A-	91 - 92	C+	78 - 79	D	64 - 67
B+	88 - 90	C	74 - 77	D-	61 - 63
B	83 - 87	C-	71 - 73	F	< 61

VII. Taskstream eFolio Artifact and 3-point Rubric

TaskStream is the COE's web-based electronic portfolio application that will allow you to upload and share selected work via the world wide web. This electronic portfolio system also has tools that allow you to create standards-based lesson plans, evaluation rubrics, and entire instructional units. All students enrolled in the COE are required to subscribe and maintain a TaskStream account throughout their FIU career so that they can generate and maintain an electronic portfolio of their work in the College. You can purchase TaskStream directly online at anytime of the year. You have the option of selecting the terms of their subscription. However, the Taskstream account must be maintained throughout your professional preparation program. Costs and other Taskstream information can be found at this COE website: <http://education.fiu.edu/taskstream/>

This assignment must be successfully uploaded to TaskStream after the professor's approval. If the assignment is not uploaded in a timely manner or the assignment is of poor quality, the student will receive an "F" in the course.

Your TaskStream enrollment code will be provided later.

VIII. Field Experience Requirement

None.

IX. Course Policies

This syllabus serves as both a contract and guide for this course. Some revisions, modifications, and/or substitutions may be made after discussion with students or after re-evaluation by the instructor to improve content and course delivery. It is highly recommended that students keep open and ongoing communication with the professor throughout the semester via e-mail or during office hours.

Attendance Policy: It is expected that all students will be in attendance and on time for all class sessions, including online sessions. This is a class that requires active in-class participation from each member. If you miss a class, you are responsible for any materials given or changes made. You should notify the professor via e-mail of your absence as a professional courtesy and/or provide appropriate documentation for your absence (e.g., doctor's note). Furthermore, during class time, place all electronic devices on silent mode, and laptops can only be used for note taking during class time.

Religious Holidays Policy: Students who are absent from academic or social activities because of religious observances will not be penalized. A student who desires to be excused from class

to observe a religious holy day of his or her religious faith should notify all of his or her instructors at least two (2) weeks in advance.

The student is responsible for any material covered during the excused absence, but will be permitted a reasonable amount of time to make up any work missed. Examinations, major assignments, and university ceremonies will not be scheduled on a major religious holy day. If an examination was administered during the class at which a student is excused for a religious observance, the student should make arrangements with the instructor to be examined at an alternate time or be given a comparable assignment.

Policy for Assigning an Incomplete "I" Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. The student must not register again for the course to make up the incomplete. Students who have incomplete grades on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:

1. The grade earned by the student to date.
2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I".
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

X. Academic Integrity Statement (July 2007)

http://www.fiu.edu/~sccr/standards_of_conduct.htm

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:

Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. Also, it is expected that online examinations be taken without the use of your textbooks or any other resources.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is guilty of plagiarism

XI. Disability Resource Center (<http://drc.fiu.edu/>)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

XIII. Special Education Code of Professional Decorum

Code of Professional Decorum

The Code will serve as a guide for students in the Teaching and Learning Department and in this class. The following expectations constitute the Code of Professional Decorum governing conduct. These expectations are essential to the department's goal of providing students with a quality education in an environment conducive to learning.

Students and faculty in the department shall:

1. Be respectful of the learning environment by:
 - (a) being punctual: arriving to class and returning from breaks on-time,
 - (b) keeping cellular phones and texting off during class, and
 - (c) avoiding disruptive conduct (i.e., any behavior that interferes with class functions).
2. Be respectful of all individuals in class by:
 - (a) appropriately participating in classroom discussions and activities,
 - (b) allowing equal opportunity for all class members to participate, and
 - (c) having respect for others by voicing disagreements in a professional manner.
3. Have a professional commitment to learning by:

- (a) completing and turning in assignments on time,
- (b) making personal efforts to get assistance from fellow classmates or faculty to facilitate learning, and
- (c) striving for perfect class attendance.

4. Have professional integrity by:

- (a) engaging in academic honesty,
- (b) if absent from class, taking personal responsibility for missed content; and
- (c) professionally representing yourself and the university at all intern sites.

How Specific Policies Affect Grades

1. *Academic Dishonesty/Plagiarism*

Cases of suspected cheating will be referred to the University’s Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being guilty of dishonest academic practice, the instructor shall make an academic judgment about the students’ grade on that work and in the course. Plagiarism will be monitored by Turnitin.

2. *Punctuality*

- a. Assignments are due on the date set; points will be deducted for late work, and may not be accepted. Five points per assignment are lost if submitted late, i.e., after the assigned time in Blackboard. After that, one point a day is lost for every day late.
- b. Attendance at class discussions is important. Attendance counts as part of class participation. Bonus points may be given for class participation.

3. *Quality of Written Work and Presentations*

- a. Written work must be typed, double-spaced, 12- point font, and include appropriate references. Proper acknowledgement must be given for all facts, borrowed ideas, and quotes.
- b. APA Format is to be used for written papers.

X Course Outline/Schedule*

The instructor reserves the right to modify the course schedule as necessary during the semester. See Blackboard for additional details.

COURSE TOPIC/REQUIREMENTS	POINTS
Module 1 Introduction to a Prevention-Focused Model of Behavior (Due Sept 1)	
Iris Module #1	13
Dozen Mistakes Article Review	12
Module 2 Understanding Behavior (Due Sept 8)	
Iris Module #2	9
Quiz #1	25

Quizlet Bonus Point (2 pts. possible)	0
Module 3 Overview of a Functional Approach to Intervention (Due Sept. 15)	
Iris Module #3	12
Module 4: Function-based Perspective of Classroom Management (Due Sept. 22)	
Quiz #2	30
Module 5 Antecedent Interventions in the Classroom (Due Sept. 29)	
Taskstream Component #1: Schedule and Classroom Layout	20
Module 6 Using Consequences to Encourage Student Behavior in Classroom (Due Oct. 6)	
Quiz 3	30
Quizlet Bonus Point (2 pts. possible)	0
Module 7 Classroom Rules/Classwide Management Systems (Due Oct. 13)	
Iris Module #4	20
Quizlet Bonus Point (2 pts. possible)	0
Module 8 Strategies for Responding to Ind. Success: Reinforcement (Due Oct. 20)	
Quiz 4	30
Quizlet Bonus Point (2 pts. possible)	0
Module 9 Strategies for Responding to Misbehavior (Due Oct. 27)	
Quiz 5	25
Quizlet Bonus Point (2 pts. possible)	0
Module 10 Classroom Rules, Management System, Open Climate (Due Nov. 3)	
Taskstream Assignment Part II: Classroom Rules, Management System, Open Climate	35
Module 11 Measuring Behavior in the School (Due Nov. 10)	
Quiz #6	25
Quizlet Bonus Point (2 pts. possible)	0
Module 12 Using Data to Make Instructional Decisions (Due Nov 17)	
Quiz #7	20
Quizlet Bonus Point (2 pts. possible)	0
Module 13 Creating Environments w/ Success/Behavior Support Plans (Due Nov. 24)	
Classroom Learning Environment Plan (merged Taskstream 1 and 2)	10
Quiz #8	20
Quizlet Bonus Point (2 pts. possible)	0
Module 14: Final Exam Review	
No assignments	
Module 15 (Final's Week- due Dec. 8)	
Comprehensive Final Exam	80
Total	416