



SPED 407
Behavioral Issues in the General Curriculum
 Western Carolina University
 Jamaica - January 2022

COURSE DESCRIPTION

An introduction to behavioral disorders including characteristics, referral, assessment, and placement of individuals with behavioral disorders.

CONTACT INFORMATION

Instructor: Dr. Missy Glavey
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COLLEGE/DEPARTMENTAL INFORMATION

College of Education & Allied Professions
 Department of Teaching & Learning
 Location of Departmental Office: Killian 120
 Contact information for the Department: Regina Aton, 828-227-7108; Kimberly Smith, 828-227-3541

COURSE AIMS

This course is designed to a) inspire learners to broaden and deepen their knowledge on the principles & techniques helpful for meeting the social, emotional & behavioral needs of students in inclusive classroom settings; b) explore theoretical approaches and practices to establish consistent, organized, and respectful learning environments; c) teach proactive classroom and behavior improvement strategies to increase student engagement, motivation, and appropriate social behavior; d) provide learners with the knowledge, skills, and resources to conduct functional behavioral assessments to develop individual student behavior support plans.

| <i>COURSE OBJECTIVES</i> | <i>NC</i> | <i>CEC</i> | <i>HLP</i> |
|---|------------------|-------------------|-------------------|
| KEY: NC = North Carolina Standards for Special Education: General Curriculum Teacher Candidates CEC = Council for Exceptional Children Initial Practice-Based Professional Preparation Standards for Special Educators HLP = High Leverage Practices in Special Education | | | |
| Knowledge of proactive classroom and behavior management principles and techniques to establish a consistent, respectful, and supportive learning environment | 5 | 2,5,6 | 7,9 |
| Knowledge of research-validated behavioral strategies to facilitate learning across the curriculum including explicit instruction of social skills. | 3,5 | 5,6 | 7,9,16 |

| | | | |
|--|-----|-------|----------------|
| Recognize the characteristics of students with emotional and/or behavioral disorders. | 3 | 2,6 | 2 |
| Create a self-monitoring/self-management tool based on student data and needs. | 3 | 5,6 | 18,21 |
| Demonstrate the ability to collect, organize, analyze, and use data to provide feedback and plan for student needs. | 3,5 | 6 | 8,22,4,5,6 |
| Understand the MTSS process as it relates to Positive Behavior Interventions and Supports (PBIS), the referral and placement process for special education services. | 3 | 4,5,6 | 1,2,3,4,5,6,20 |
| Demonstrate competency to conduct and analyze a functional behavioral assessment (FBA). | 5 | 6 | 4,5,10 |
| Demonstrate competency to use FBA results to develop a positive behavior support plan based on research validated interventions. | 5 | 6 | 6,8,10,12 |
| Implement a behavior intervention plan. | 5 | 5,6 | 8,10,12,20 |
| Engage in professional practice within ethical guidelines demonstrating effective collaboration & communication strategies and maintaining confidentiality. | 6 | 1,6,7 | 1,2,3,4,8 |
| Collaboration in making data-based decisions using culturally and linguistically appropriate measures of student learning, behavior, and the classroom environment. | 5,6 | 2,4,6 | 1,2,3,4 |

COURSE MATERIALS

Computers. Students will use personal computers with access to the Internet for this course.

Canvas. This course will use Canvas as our online course site. Features used include modules to access course content and receive announcements from the instructor. Teacher candidates will use Canvas to access modules, submit assignments, receive feedback from the instructor, and monitor their grades.

Textbooks. The following text is REQUIRED for this course.

Greene, R. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them.*

Additional Readings. Additional readings are embedded in the modules on Canvas.

- Introducing a Trauma-Informed Approach Within a PBIS Framework: https://assets-global.website-files.com/5d3725188825e071f1670246/5fb4070df7d28354db8f1fbb_Integrating%20a%20Trauma-Informed%20Approach%20within%20a%20PBIS%20Framework.pdf
- Trauma Informed Design in the Classroom: <https://www.ascd.org/el/articles/trauma-informed-design-in-the-classroom>

CONCEPTUAL FRAMEWORK

The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.



JAMAICAN RELEVANCY

Because few resource rooms exist in Jamaican schools to address the needs of students with mild to moderate disabilities general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was ‘relevant to Jamaican schools’.

DIVERSITY STATEMENT

The professional education unit at Western Carolina University defines diversity broadly to include exceptionalities, race, ethnicity, culture, religious background, gender, linguistic differences, socioeconomic level, and any of the other ways our society defines human and group differences, including age, geography, sexual orientation, and national origin.

Assignments and Grading

- 1) **Pre-Course Assignments:**
 - a) Create a Google folder named “SPED 407 Spring 2022” You will use this folder to maintain all digital journal modules/entries throughout the course.
 - b) Join our class Flipgrid and record your introduction. <https://flipgrid.com/5f9a02ec>
 - c) Background Readings & Information:
 - i) Breaking Bad Behavior Report: <http://pages.eab.com/rs/732-GKV-655/images/BreakingBadBehaviorStudy.pdf>
 - ii) Breaking the Behavior Code: <https://childmind.org/article/breaking-behavior-code/>
 - d) Complete the Intro Module which includes starting to read *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them* AND respond to “Lost In School Book Talk #1” prompt in Flipgrid
Pre-course assignments & Intro Module are worth 25 points.

- 2) **Book Talk -- *Lost at School: Why Our Kids with Behavioral Challenges Are Falling Through the Cracks and How We Can Help Them*.** You will read and respond on Flipgrid (link in module) at least twice under each prompt (7 prompts total). First (1) **respond to the question** and then (2) **respond to at least one peer**. There is a 3-minute **maximum** for each video response. This is worth 35 points

- 3) **Modules 1 – 5 Digital Portfolio Completion & Submission:**
 After completing all components of each module linked in your digital journal (copied from Canvas) you will upload it to the designated assignment tab in Canvas. (30 points each = 150 points).

- 4) **Pacing:** In an effort to help you progress in the course 10 pacing points are assigned for completing each assignment by the date indicated in the syllabus. If you do not complete the assignments by the due date, you will not receive the 10 pacing points.

- 5) **Course Evaluation** A course evaluation link will be provided as a required assignment in the course.

Grading Information

| Assignments | Points |
|--|------------|
| Pre-course Assignments & Intro Module | 25 |
| Book Talk (7 prompts @ 5 points each) | 35 |
| Digital Journal Module Submissions 1-5 (@ 30 points each) includes all components: <ul style="list-style-type: none"> • Flipgrid responses • Quick Takes • Jamboard responses • Visuals/screenshots, etc. within digital journal | 150 |
| Pacing Points | 10 |
| Course Evaluation | -- |
| Total | 220 |

Grading Scale

| | | | |
|--------------|---------------|---------------|---------------|
| 209-220 = A | 181-189 = B | 162 -168 = C | 144 -149 = D |
| 197-208 = A- | 175 -180 = B- | 156 -161 = C- | 138 -143 = D- |
| 190-196 = B+ | 169-174 = C+ | 150 -155 = D+ | Below 138 = F |

Course Policies and Requirements

WRITTEN/ORAL COMMUNICATION REQUIREMENTS

Students will be required to utilize Standard English in all written and oral communication within the course. This includes written papers and projects as well as oral presentations and discussion in class. Emphasis on the proper use of Standard English will be a common thread across all courses in the program and will be evaluated using a common rubric. This evaluation is part of the course assessment and final grade. Further, all written work must include a reference page where applicable and must demonstrate the proper use of APA style.

Remediation is available in instances of consistent difficulties with Standard English.

TECHNOLOGY REQUIREMENTS

The is a hybrid course with mostly asynchronous modules to be completed through Canvas. **Your attendance in face-to-face class meetings is required on Monday, 1/3/2022 and Monday, 1/10/2022.** Students will use the tools within Canvas including, but not limited to, Mail, Course Modules, Assignments, and Grades.

BRAINFUSE

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

CLINICAL OR FIELD EXPERIENCE COMPONENT

None

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Western Carolina University makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the Office of Student Support Services. The letter received from Student Support Services should be presented as documentation to the instructor as early in the course as possible.

ACADEMIC INTEGRITY POLICY

Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

- A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
- C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
- D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or

attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The full University Academic Integrity Policy is located at:

<http://catalog.wcu.edu/content.php?catoid=20&navoid=346#honestypolicy>.

CODE OF STUDENT CONDUCT

Western Carolina University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The University Code of Student Conduct Policy is located at:

<http://www.wcu.edu/24861.asp>.

COURSE EVALUATION

Students are expected to complete the anonymous Student Assessment of Instruction (SAI) at the end of the course. This data provides important feedback to the instructor regarding the relevancy of this course to Jamaican teachers and facilitates the ongoing improvement of instruction in the WCU- Jamaican programme. The link for the evaluation will be included in the Blackboard site for this course; however, the course evaluation link is the following:

https://wcu.az1.qualtrics.com/jfe/form/SV_d6DGYibS0vVKfn8

Updates to This Syllabus

This syllabus, along with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Canvas.

SCHEDULE

| Day of the Week | Date | Assignment Due by 11:59pm (submit in Canvas) | Synchronous Class Meeting/ Virtual Office Hours 6:00pm – 7:00pm https://wcu.zoom.us/j/6121147031 |
|------------------------|-------------|---|---|
| Monday | January 3 | Pre-Course Assignments/Intro Module Digital Portfolio | REQUIRED |
| Tuesday | January 4 | n/a | |
| Wednesday | January 5 | Module 1 Digital Portfolio | |
| Thursday | January 6 | n/a | OPTIONAL |
| Friday | January 7 | n/a | |
| Saturday | January 8 | Module 2 Digital Portfolio | |
| Sunday | January 9 | n/a | |
| Monday | January 10 | n/a | REQUIRED |
| Tuesday | January 11 | Module 3 Digital Portfolio | |
| Wednesday | January 12 | n/a | |
| Thursday | January 13 | n/a | |
| Friday | January 14 | Module 4 Digital Portfolio | OPTIONAL |
| Saturday | January 15 | n/a | |
| Sunday | January 16 | n/a | |
| Monday | January 17 | Module 5 Digital Portfolio | |
| Friday | January 21 | FINAL DAY to SUBMIT ASSIGNMENTS | |