

Minnesota State University Moorhead

SPED 571: Behavior and Environment Management

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Application of learning theory and applied behavior analysis to teaching and to the problem of altering maladaptive behavior. Specific variables related to classroom and community based instruction of individuals with a variety of learning characteristics are included. Prerequisite substitutions require instructor consent.

B. COURSE EFFECTIVE DATES: 05/24/2004 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Restrictive procedures, alternatives to using those procedures, the risks of using those procedures including medical contraindications, and principles of individual and school-wide positive behavioral interventions and supports, including the roles of systems, data, and practices
2. Functional behavioral assessments and use the results to develop behavior intervention plans
3. Behavioral theory, student data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans
4. Laws, policies, and ethical principles regarding behavior management planning and implementation of positive behavior supports for students with challenging behavior
5. Systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavior support plan
6. Accessing information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise as needed an individual positive behavioral support plan across settings and personnel
7. Collect, interpret, and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintain positive behaviors.
8. Conduct and interpret functional behavioral assessments taking into account underlying autism spectrum disorders characteristics, such as sensory, social anxiety, emotional regulation, and communicative intent, and environmental factors when developing a positive behavior support plan
9. Design, implement, monitor, and adjust positive behavior plans as part of the IEP that connect challenging behavior to the lack of specific skills and teach functionally equivalent, age appropriate, alternative communication, social, behavioral, and self-regulatory skills
10. Selecting, adapt, and implement developmentally appropriate classroom management strategies, including proactive and positive behavioral interventions and supports, for students with developmental disabilities to promote progress in the least restrictive environment
11. Selecting specific behavior management strategies for students experiencing emotional behavioral disorders
12. Identifying target behaviors to be changed and the critical variables affecting the target behavior, including antecedent events and consequences
13. Determine each students reinforcement preference hierarchy and use different reinforcers to change and maintain behavior
14. Positive procedures and proactive strategies for managing target behaviors
15. Ethical and legal considerations in the effective use of intrusive behavioral interventions
16. Methods for collaboration with team members

D. LEARNING OUTCOMES (General)

1. Understand individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
2. Understand the principles of effective classroom management and use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
3. Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated.
4. Understand how participation supports commitment.
5. Establish a positive climate in the classroom and participate in maintaining a positive climate in the school as a whole.
6. Establish peer relationships to promote learning.
7. Recognize the relationship of intrinsic motivation to student lifelong growth and learning.
8. Use different motivational strategies that are likely to encourage continuous development of individual learner abilities.
9. Design and manage learning communities in which students assume responsibility for themselves and one another, participate in decision making, work both collaboratively and independently, and engage in purposeful learning activities.
10. Engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning.
11. Organize, allocate, and manage the resources of time, space, activities, and attention to provide active engagement of all students in productive tasks.
12. Maximize the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
13. Develop expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, inquiry, and learning.
14. Analyze the classroom environment and make decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted