Introduction

Welcome
Throughout history, the education of children with emotional and behavioral disabilities has been influenced by factors of religion, science, philosophy, politics, and law. Do you know why children with disabilities behave as they do? Do you know why some students behave in socially-appropriate ways and others in a way that is condemned or punished by society? Do you know what can be done to change behavior of children with disabilities that interfere with their academic and life success? Students with behavioral disorders or emotional disturbances create complex problems for public schools. This course will explore the challenges that have arisen when working with students with emotional and behavioral disabilities. Upon completion of this course of study, you will find that you are very competent in understanding of the theories, interventions, practices, and assessments that influence these children's opportunities for success. Understanding and gaining competence in the area of behavior with special education students is extremely important and once you have completed this course of study and have the competencies internalized, you will be better able to make decisions on how to strategize behavior adjustments for individual students.

Overview
This subdomain is essential to developing a foundation that can help educators understand, predict, and change behavior for all students, regardless of their culturally- and linguistically-diverse backgrounds. This element of your work with Western Governors University is designed to help provide you with an understanding of behavioral assessment and analysis, linking together functional behavior assessment (FBAs), and developing behavioral intervention plans (BIPs) and incorporating them into a management protocol that assists in the application and delivery of successful services for special education students.

Competencies
There are several academic competencies associated with this course of study that will be addressed sequentially over the next several weeks. This list is a good overview of precisely what you will know and be able to do at the conclusion of this course of study and what will be demonstrated through assessment.

Competency: Behavioral Assessment and Analysis
The graduate accurately uses daily measurement and other assessments of
behavior (e.g., Functional Behavior Assessment), and the systematic investigation of important variables of behavior to identify and record problem behaviors and changes in behavior

**Competency: Behavior Management and Intervention**
The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

**Competency: Behavioral Research Application**
The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

**Teaching Dispositions Statement**
Please review the [Statement of Teaching Dispositions](#)

**Preventing for Success**
The information in this section is provided to help you become ready to complete this course of study. As you proceed, you will need to be organized in your studies, competent in the indicated areas, and ready to pass the final assessments.

**Your Learning Resources**
Enroll in or order the learning resources for this course as early as possible so as to give them time to arrive and give you enough time to become familiar with them.

**Registering for the Praxis**
The 0371 Praxis Exam is only offered 4 times a year (usually September, January, April, and July). Please plan ahead before adding this assessment to your term. Current 0371 test dates can be found at the [ETS](#) website

**Automatically Enrolled Learning Resources**
You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

E-texts are available to you free of charge, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBNs listed to ensure that you receive the correct edition.

**CourseSmart E-Texts**
The following textbooks are available to you as e-texts within this course of study. You will be directly linked to the specific readings required within the activities that follow.

**Register for Pearson Course E-Book**

Select chapters from the following textbooks are available to you in the Pearson e-book.


*Note: If you wish to have the full textbook, you may choose to purchase it. Be sure to purchase the same edition as listed in this course of study.*

Enroll in the e-book using the following steps:

1. Open your Degree Plan.
2. Click on the "Course of Study" tab.
3. Click on the "Learning Resources" tab next to it.
4. "PX7X" should appear as a learning resource from Pearson.
5. Click on "Show Sections" link, which is under the "Status" column.
6. Click the "Enroll Now" link.

You should receive an e-mail from Pearson CourseCompass that will have your log-in information. Keep this e-mail since you may need it for future reference.

**Register for Online Courses**

The [UWillTeach courses](#) contain modules, quizzes, assessments, videos and directed questions to help you gain competency throughout the Special Education domain.

Enroll using the following steps:

1. Open your Degree Plan.
2. Click on the "Course of Study" tab.
3. Click on the "Learning Resources" tab next to it.
4. "UWillTeach" should appear as a learning resource.
5. Click on "Show Sections" link, which is under the "Status" column.
6. Click the "Enroll Now" link.

You should receive an e-mail from UWillTeach that will have your log-in information. Keep this e-mail since you may need it in the future for reference.
You will access the following courses:

- Course 1: Foundations in Special Education
- Course 3: Assessment for Instructional Planning and Decision Making
- Course 9: Collaboration and Instructional Planning in the IEP Process

**Order Multimedia Learning Resources**

In addition to the texts available through the Pearson e-books, you will need to order the following CD. You may have already purchased this for another course.


The Western Governors University (WGU) Bookstore should have this CD available for immediate purchase and delivery. You may shop at other online bookstores, but be sure to order early and use the correct ISBN to get the correct edition.

**Access Online Learning Resources**

URL: [http://www.ets.org/praxis/prepare/materials/0371](http://www.ets.org/praxis/prepare/materials/0371)

After completing this course of study, your competence will be assessed as you complete the Praxis Exam 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance.

This test is provided through ETS and the directions for scheduling this exam are located in the "Conclusion" section of this Course of Study. Students find it beneficial to consult the study materials provided by ETS to prepare for this exam.

**Create a Study Notebook or Journal**

As you engage in the activities throughout this course of study, you will be answering questions, completing exercises, sketching out concepts, and so forth. You have the ability to take these notes online through the web-enabled course of study. A notebook or study journal (either paper or electronic) makes your learning more active. It also provides an excellent source of important materials to review prior to demonstrating your competencies through the assessment.

**Participate in the Course of Study Message Board**

The message boards are an important part of the WGU experience. In the lower right-hand corner of the course of study screen there is a message board area. Throughout your studies, you will want to follow the questions, observations, and responses of the other students and the expert advice of the course mentor. If you have questions of your own, do not hesitate to use this resource to get those answered as you develop your competencies.

**Special Education Vocabulary Glossary**

Special education has a specialized vocabulary that will become very natural in its
use as you progress through your studies. To facilitate this internalization you will expand on your own "Glossary of Terms" started in other related courses of study. As you come across new terms or acronyms, through your readings or discussions with others, add them to your Glossary of Terms. This glossary will be of great use as a reference tool in future readings, as a study tool (blank out the definition side and provide the definition from memory), and could be used in the future to create a document for parents who are just coming into the world of special education. Make your definitions short but meaningful. Here is an example given to get you started:

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education</td>
<td>The education of students with special needs in a way that addresses the students' individual differences and disability needs.</td>
</tr>
<tr>
<td>IEP</td>
<td></td>
</tr>
<tr>
<td>IDEA</td>
<td></td>
</tr>
</tbody>
</table>

**Accessing WGU Library E-Reserves**

This course of study utilizes resources located in the WGU Library E-Reserves, with articles available for you to download. Follow these directions for accessing the [WGU Library E-Reserves](#).

**Analysis of Behavior Problems**

Learning how to identify behavior problems will aid in the conducting of a fundamental behavior assessment leading to the use of the information needed to develop an effective behavior intervention plan. You will understand behavioral management methodology and applied behavioral analyses, which can be relevant across a range of disability categories in various educational settings.

How can a parent distinguish between "normal" (good) and "abnormal" (bad) behavior? That is a question many teachers and parents face. It is normal for all young children to misbehave once in a while. The occasional misbehaving is not something to be concerned about. Everyone expects children to go through "rough times." When this type of behavior -- the crying, whining, kicking, biting, and hitting -- continues past the early ages, it becomes a problem. Developing competency in this area will give you the tools you need when in the classroom to distinguish between bad behavior and behavior that is part of a disability.

After completing the activities in this section, you will be able to

- outline growth in the category of learning disabilities,
- identify causes of learning disabilities and explain how they impact neurological development,
- distinguish between intelligence and adaptive behavior, giving examples of
tasks that are representative of each,
- recognize the stages of behavior development,
- describe academic or behavioral characteristics of students with learning disabilities, and
- reflect on and describe in your journal any new terms.

Competencies covered by this subject
631.3.1 - Behavioral Assessment and Analysis
The graduate accurately uses daily measurement and other assessments of behavior (e.g., Functional Behavior Assessment), and the systematic investigation of important variables of behavior to identify and record problem behaviors and changes in behavior.

Analyzing Case Studies
During your reading, focus on how to develop a reflective approach to problem solving by reflecting on (thinking about) the real-life complexities and the multitude of perspectives from which one can view any given case presented in the readings. Note the importance of the five steps involved in case analysis and attend to defining the rationale behind each of the elements. Pay attention to key concepts and reflective questions in the text. Visit the message board to read discussions related to this section.

Reading
Read chapters 2 and 3 in Managing Classroom Behavior.

Analyzing Behavior Problems

URL: http://www.iris.peabody.vanderbilt.edu/

Reading and analyzing case studies will help your development of decision making in real life. Case analysis follows a very systematic pattern with specific elements. Reflect on the scenarios from the readings in Managing Classroom Behavior related to the developmentally-significant behaviors, as well as to the patterns and stages of misbehavior. Create a "Quick Chart" that can be used as a reference to the patterns and stages of misbehavior. Save this in your folder for possible use during Demonstration Teaching Practicum.

Access the "Iris Center" website. Click on "Resources" at the top of the screen and then select behavior from the side menu. On the center menu you will see different means in which to view your topic ("Modules," "Case Studies," "Activities," or "Info Briefs"). Click on "case studies" and go to "Encouraging Appropriate Behavior." Scroll down to Level A, Case 2. This is a case study about a young girl name Heather who is in the third grade. This case study presents the use of positive behavior management techniques available to teachers for use with an individual student. After reading this case study, create a list of techniques you could use when working in an actual classroom with students. This list may be very useful during your PCE tasks or during DT/Practicum.
There are also the following assignments listed:

1. Read the STAR ([Strategies and Resources] located at the bottom of the document) sheets on the possible strategies listed above.
2. Outline a summary of each strategy, including its purpose.
3. Describe why each strategy might be used to help Heather, from the case study, meet one or more of her goals.

Read through one other of the case studies that involve a student older than Heather. Compare and contrast the problems of each case through the use of a Venn diagram. Share this diagram with a peer/colleague.

Through your reading in *Managing Classroom Behavior* you should be prepared to identify the events when analyzing the antecedents and consequences related to behavior. Identify ways to measure the problem behaviors and the behavior change. To solidify these concepts, create an outline or graphic organizer for each of the above behavior related events.

Analyzing and identifying these concepts will be discussed in a conference call schedule listed in the learning community. Be prepared to discuss these ideas with your peers.

**Behavioral Assessment and Analysis**

This component of your work at WGU is designed to help provide comprehensive information on the processes and procedures of assessment, linking assessment to IEPs and instruction, and the practices of assessment from an applied and practical perspective.

You will understand behavioral management methodology and applied behavioral analysis that can be relevant across a range of disability categories in various educational settings.

After completing the activities in this section, you will be able to

- outline growth in the category of learning disabilities
- identify causes of learning disabilities and explain how they impact neurological development,
- distinguish between intelligence and adaptive behavior, giving examples of tasks that are representative of each, and
- reflect on and describe in your journal any new terms.

**Competencies covered by this subject**

631.3.1 - Behavioral Assessment and Analysis

The graduate accurately uses daily measurement and other assessments of behavior (e.g., Functional Behavior Assessment), and the systematic investigation of important variables of behavior to identify and record problem behaviors and
changes in behavior.

**Understanding and Impacting Behaviors**

Understanding the basic principles for implementing behavior management strategies will successfully impact behavior changes, what serious behaviors are, and how they can interfere with a child's receipt of a Free and Appropriate Public Education (FAPE). How would you set up your classroom to accommodate a student with serious behavior issues? Are there any other accommodations you can put into place for students with this disability?

**Reading**

Review chapters 2 and 3. Read chapters 4 and 6 in Managing Classroom Behavior.

**Behavior and Identification of "Chains of Events"**

Focus on defining behavior and identifying chains of events. Take notice of effective communication strategies, including the influence of peers and their impact on student behavior. Read the scenarios in these chapters and complete the exercises in "Questions for Reflections."

Build an understanding of reinforcement and be able to identify and distinguish the different types of reinforcement. Recognize the influence of peer groups on a student's behavior and the consequences of those behaviors through the use of observational learning. Identify the types of group contingencies that are used to create desirable peer pressure. Access the website message board to check accuracy of your analyses.

**Access the "Iris Center" Website**

**URL:** [http://www.iris.peabody.vanderbilt.edu/](http://www.iris.peabody.vanderbilt.edu/)

Access the "Iris Center" website again, click on "Resources," and go to the "Behavior" section and then "All Materials." Consider various bases of behavioral problems, including the curriculum and the teacher. Make notes on your reading and discuss them with a study partner, peer, or colleague.

**Behavior Management and Intervention, Part I**

During this component of the course work at WGU, you will accurately apply the theory and principles of behavior, applied behavioral analysis, and important variables of behavior in order to effectively intervene, initiate, maintain, and generate behavior change. In order to understand the desired behavioral changes, one must establish a behavioral objective that identifies the following:

- Who the learner is
- Antecedent conditions under which the behavior is being displayed
- Target behavior
- Criteria for acceptable performance
After completing the activities in this section, you will be able to

- apply a specific behavior model to a student's needs,
- create a discipline plan for a specific behavior,
- identify the "acting out" stages,
- identify ways to handle disruptive behavior, and
- reflect on and describe in your journal any new terms.

Competencies covered by this subject
631.3.2 - Behavior Management and Intervention
The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change

**Differentiating Among Discipline Models**
The ability to differentiate between various discipline models will help you understand behavioral management methodology and applied behavioral analysis that can be relevant across a range of disability categories in various educational settings.

**Reading**
Read chapters 1-4 in *Solving Discipline and Classroom Management Problems*.

- chapter 1 ("Discipline, Management, and Teacher Power")
- chapter 2 ("The Behavior Analysis Model")
- chapter 3 ("The behavior Analysis Models: Behavior Education Programs (BEP) and Response to Intervention (RTI)")
- chapter 4 ("Tools for Teaching: Discipline, Instruction, and Motivation")

**Discipline Models**
After completing your reading in *Solving Discipline and Classroom Management Problems*, review the continuum of discipline and management models on page 3. These models will give you a practical base to deal with a wide variety of discipline situations empowering you when you enter the actual classroom.

Go to the end of chapter 1 and take the Beliefs About Discipline Inventory. Save your results to inform your discussion with a peer who has also completed this inventory.

**Access UWillTeach Discipline Models**

**URL:** [http://www.uwillteach.com](http://www.uwillteach.com)

Access the UWillTeach website and go to course 2, module 3. Read carefully the various philosophies and techniques in the chapters. Focus on defining and differentiating categories or models of discipline. Demonstrate understanding by outlining the "Basic Assumptions" on activities, assessments, reflective questions, and vignettes.
Determine which models you might utilize in given classroom situations that could apply to different student behaviors. Understand the terminology aligned with each model and be prepared to discuss the theories that govern the models. Focus on the implications of specific classroom management techniques, interventions, and supports.

**Addressing Disruptive and Noncompliant Behaviors**


Access the "Iris Center" website and read the modules that discuss disruptive and noncompliant behaviors.

Create a document that you would be able to share with parents on the stages of the acting-out cycle. Provide suggestions for ways to respond to students in the cycle's different phases. Include interventions that can be implemented to decrease disruptive and noncompliant behaviors.

**Behavior Management and Intervention, Part II**

In this section, you will learn to accurately apply the theory and principles of behavior, applied behavior, applied behavioral analysis, and important variables of behavior which will give you competence and confidence to effectively intervene, initiate, maintain, and generate behavior change and implement behavior management plans in the classrooms you will be entering in DT or your own.

After completing the activities in this section, you will be able to

- discuss the protocol of behavior analysis,
- outline behavioral management methodology,
- apply behavioral analysis, and
- reflect on and describe any new terms in your journal.

Competencies covered by this subject

631.3.2 - Behavior Management and Intervention

The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

**Behavior Analysis Techniques**

Exploring the protocol of behavior analysis will increase understanding of behavioral management methodology and applied behavioral analysis that are extremely relevant when working with a range of disability categories in various educational settings. Your confidence in your ability to analyze behavior techniques will not only make your job as a special education teacher easier, but it will allow you to meet the needs of the students and develop behavioral plans that are individual, thus improving the probability of each plan working for the student it is made for.

**Reading**
Read chapters 5-8 in *Solving Discipline and Classroom Management Problems*.

- chapter 5 ("Assertive Discipline")
- chapter 6 ("Cooperative Discipline: Dreikus/Adlerian and Albert's Cooperative Discipline Model")
- chapter 7 ("Glasser's Reality Therapy, Control Therapy, and the Quality School")
- chapter 8 ("Love and Logic Discipline")

Also read chapters 1 and 2 in *Applied Behavior Analysis for Teachers*.

**Applied Behavioral Analysis**

**URL:** [http://www.iris.peabody.vanderbilt.edu/](http://www.iris.peabody.vanderbilt.edu/)

Access the "Iris Center" website, click on the "Resources" tab, and bring up the "Behavior" topic. Review the modules that introduce the "models and elements of behaviors" and complete the case studies. Outline the procedures of behavior analysis techniques. Give examples of how these concepts are applied in the classroom and other settings, using selected cases for analysis.

As your final entry in your outline, list the use of applied behavior analysis (ABA) as an overall management system. Summarize the relationship of the principles of ABA and teaching academic skills, functional skills, and appropriate social behavior. Discuss your summary with a peer or colleague. In the message board, post a concept relating to ABA that was of particular interest to you.

**Theories of Development and Behavioral Objectives**

**URL:**

**UWillTeach**  
[http://www.uwillteach.com](http://www.uwillteach.com)

Go to the Council for Exceptional Children website and click on "Teaching & Learning Center." Explore the following topics:

- Current Special Ed Topics
- Exceptionality
- Professional Practice Topics and Info
- Evidence-Based Practice

Then go to the UWillTeach website and review course 3, module 2. Be familiar with the biophysical, developmental, and cognitive theories and the useful information teacher's gain from them. Notice the differentiation of operant and respondent conditioning, and become familiar with positive and negative reinforcement issues. Study the precedents and antecedents of behavior.
The chapter review of key terms and the discussion questions at the end of both chapters 1 and 2 in *Applied Behavior Analysis for Teachers* will aid in checking your comprehension of the material.

Create a "study sheet" on the components of behavioral objectives, including a standard format for a behavioral objective. Include the components of a well-written behavioral objective that will assist in the development of an individualized education program (IEP) that includes the six components identified by current legislation. Additional items to include on your study sheet are:

- Levels of learning
- Behavioral terms used in writing objectives
- Contents of a transitional plan
- Developmentally-significant behaviors, patterns, and stages of misbehavior, measuring problem behavior, and behavior change
- Outline of the five operations of behavioral approach and group contingencies

Write a functional assessment of behavior and develop an example of a positive intervention, and then attach these two items to the study sheet you have created. Share this information with a peer or colleague. Add any additional information that comes out of your discussion.

**Behavior Management and Intervention, Part III**

In this subject, you will learn to accurately apply the theory and principles of behavior, applied behavior, applied behavioral analysis, and important variables of behavior to effectively intervene, initiate, maintain, and generate behavior change and implement behavior management plans.

After completing the activities in this section, you will be able to

- evaluate behavior through observation,
- use data collection in ongoing behavior evaluation,
- create a behavior intervention plan, and
- reflect on and describe in your journal any new terms.

Competencies covered by this subject

631.3.2 - Behavior Management and Intervention

The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

**Data Collection Methods**

The efficacy of all behavioral management plans includes evaluating behavior through observation and the use of ongoing data collection methods. After completing these activities, you will understand behavioral management methodology and applied behavioral analysis that can be relevant across a range of
disability categories in various educational settings.

**Reading**

Read chapters 3 and 4 in *Applied Behavior Analysis for Teachers*. Take notes in your notebook for future review and preparation for your assessment.

**Behavioral Evaluation and Data Collection**

**URL:** [http://www.cec.sped.org/](http://www.cec.sped.org/)

Visit the Council for Exceptional Children website and read about data collection procedures in order to identify the most common data collection methods and their adaptation for classroom use.

Create a note sheet related to the following and contact a peer to discuss your note sheet. An exchange of note sheets may be helpful when studying for the future Praxis exam.

Include in the note sheet:

- Requirements for behavior evaluation
- Outline systems of data collection
- List of the dimensions for the observation of behaviors
- Outline of the purposes of graphs and the basic methods of graphing data to assist in understanding the value of graphs as a communication tool
- Delineation of data conversion procedures to understand their use in writing and evaluating student progress reports and in writing IEPs, behavior management plans, and intervention plans
- Information on the appropriate use of recording systems and procedures, data collection sheets, and graphing

After completing the above, create a document that you would be able to present to a host teacher indicating your understanding of behavior evaluation and data collection.

**Behavior Management and Intervention, Part IV**

As you delve deeper into the areas of behavior management and intervention, you will look specifically at functional behavior assessments and behavior management programs that serve to inform a teacher's strategies when working with an individual student. By this time you have learned many things that are considered normal behavior and many that indicate abnormal behavior. Now you will show your competence in identifying these behaviors and design a behavior management program that will ensure improvement for your special education students.

After completing the activities in this section, you will be able to
• conduct functional behavior assessments,
• design a behavior management program,
• identify targeted behaviors,
• identify social, emotional, and behavioral challenges that permeate all disabilities,
• describe the current status of social and emotional characteristics and potential solutions,
• identify and discuss the five operations of a behavioral approach, and
• reflect on and describe in your journal any new terms.

Competencies covered by this subject
631.3.2 - Behavior Management and Intervention
The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

Case Analysis
The process of identifying targeted behaviors and the holistic interrelationship between the management of behavior and the implementation of behavioral goals and objectives is the key to changing behavior. You will analyze case studies of providing opportunities to design behavior management programs.

Scavenger Hunt

URLs:
UWillTeach

Iris Center

• Read part 2 in Managing Classroom Behavior.
• Review chapters 2-4 in Managing Classroom Behavior.
• Read chapters 1 and 5 in Managing Classroom Behavior.
• Review course 3, module 2 in the UWillTeach website.

For this scavenger hunt, you will seek to gather a number of specific items. You are allowed to complete this individually or with another student or group of students, but the hunt must be completed within one week. Post a message on the message board in the course of study that you are ready to begin this and would welcome any students that would like to participate to e-mail you if you'd like to work as part of a team or group.

Items to be found in the scavenger hunt are:

• Four behavior modules with a description of each
• Description of how to develop a comprehensive behavior management system
• Case study about teachers encouraging appropriate behavior
• Example of a functional behavioral assessment (FBA) and a behavioral
intervention plan (BIP)
- Example of a positive consequence strategies
- Information on the reasons for problem behavior and how to develop a behavior plan
- Information on disruptive and noncompliant behaviors and how to address them
- Information on teaching social skills
- Parents' Guide to Functional Behavior Assessments
- Case study about norms and expectations

When you have found all the items in the scavenger hunt, post a message on the message board. Be ready to discuss the items you were able to find in your scavenger hunt in depth in a conference call.

Remember the process of case analysis is one you can learn only by doing. By utilizing models of discipline, you will understand how to analyze a case and the sequence of the importance of issues in each case. Acknowledge the necessary actions needed to know how to perceive the perspectives of the people involved in each case. Attend to the multiple problems each case presents. Be prepared to discuss the fundamental components of case analysis and articulate the rationale behind your analysis perspective.

Save all of the items you found in the scavenger hunt to read through prior to taking the Praxis exam.

**Case Study Analysis Reflection**

The process of identifying targeted behaviors and the holistic interrelationship between the management of behavior and the implementation of behavioral goals and objectives is the key to changing behavior. You will analyze case studies of providing opportunities to design behavior management programs. You will also learn the reflection process in the analysis process.

**Developing and Reflecting on Target Behaviors**

**URL:** [http://www.teachspecialed.com/](http://www.teachspecialed.com/)

Review your text and the UWillTeach courses 1, 3, and 9. Create an outline about target behaviors and how to recognize behavioral operations in order to develop effective strategies for dealing with acceptable and unacceptable troublesome behavior.

Be able to identify when speaking to a peer the five operations of a behavioral approach. Discuss with this peer the factors involved in a strong behavior management program to determine the most effective strategy to successfully help students change their behavior and to manage a classroom.

**Models of Discipline and Effective Communication**
The ability to work with parents, administrators, and colleagues is often the critical difference that divides good teachers from those who are truly excellent. Learning how to communicate effectively with all stakeholders can enhance behavior management techniques.

After completing this section's activities, you will be able to

- designate the stakeholders to be communicated with in an IEP,
- identify examples of verbal and nonverbal communication skills that must be modeled and taught,
- outline the IEP process, and
- reflect on and describe any new terms in your journal.

Competencies covered by this subject

631.3.3 - Behavioral Research Application
The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

**Models of Discipline and Effective Communication**

The ability to work with parents, administrators, and colleagues is often the critical difference that divides good teachers from those who are truly excellent. Learning how to communicate effectively with all stakeholders can enhance behavior management techniques.

**Communication Strategies**

URL: [http://specialed.about.com/od/backtoschool/a/Teachersparentspartners.htm](http://specialed.about.com/od/backtoschool/a/Teachersparentspartners.htm)

- Do you know how to deal with abusive parents?
- Do you understand who the parents are?
- Do you know what the communication protocol is for your school?

When communicating with parents, administrators, and colleagues, the special education teacher can make home visits, call parents (often just to check in), begin to involve them immediately, encourage participation in classroom activities or projects, listen to parents (listening skills), meet and involve parents before there is a problem, be familiar with family culture, and use the home note system to develop communication from the beginning of involvement. When communicating with parents, administrators, and colleagues, always find something positive about the child before going into the problem areas.

Read the article about communication with parents at the URL above.

**Behavioral Research Application**

In this subject area, you will be introduced to the tenets of theory on human behavior with research-based recommendations for dealing with contemporary
concerns, such as diversity, social skills instruction, positive behavior supports in the classroom setting, and the importance of reflective teaching. Reflect on how your implementation of a behavior strategy helps the rights of children currently receiving special education services. As you reflect, jot down any notes that you feel indicate you are uncomfortable with these areas. Your abilities in this area and your knowledge of laws with give you the extra edge in becoming a highly qualified teacher.

After completing the activities in this section, you will be able to

- discuss the constitutional rights of the First, Fourth, and Fourteenth Amendments,
- discuss how social skills and behavior affect a classroom,
- reflect on discipline strategies,
- outline the constitutional rights related to special education, and
- reflect on and describe in your journal any new terms.

Competencies covered by this subject

631.3.3 - Behavioral Research Application
The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

IEPs and Civil Rights
Ensuring that the rights of students are protected in all school situations is a measure of social and legal responsibility and an integral component for special educators.

Reading

Read chapter 13 and the appendix in *Applied Behavior Analysis for Teachers*.

Then read chapters 11-15 in *Solving Discipline and Classroom Management Problems*.

- chapter 11 ("Designing Your Own Model of Discipline")
- chapter 12 ("The Peer Mediation Model")
- chapter 13 ("The Judicious Discipline Model: The Constitutional Amendments, Student Misbehavior, and Ethical/Moral Development")
- chapter 14 ("Skillstreaming-Teaching Prosocial Skills")
- chapter 15 ("Bullying Prevention in Schools and Classrooms")

The Constitution and Student Rights

Create a pamphlet addressing the constitutional rights of the First, Fourth, and Fourteenth Amendments as a standard of judging individual constitutional rights as they relate to special education and educational planning.
Include as part of this pamphlet the definition of "in loco parentis" and "due process proceeding" and give examples of situations in which they can impact the educational process.

Include in the pamphlet a section that provides examples of free appropriate public education (FAPE) and least restrictive environment (LRE) as they relate to behavioral disabilities, classroom management, and the inclusion of students into the general education classroom.

Conclude the pamphlet with a statement on what the teacher's responsibility is in making certain that student rights are respected.

**Disciplinary Procedures**

Focus on the practices of grading, homework, suspension, and judicious discipline. Review the different discipline issues addressed by the procedures used in schools.

Summarize your understanding of pro-social skills and teachers' methods of applying skills and responding to difficult parents and the violence of students. Share this summary with a peer.

Create a chart to help the understanding of physical and behavioral indicators of child abuse and neglect. Make note of the "degrees of crisis," and associate the situations noted to each level of crisis. Use the vignettes in the appendix to analyze and pre-plan preventative measures.

**Conclusion**

Congratulations on completing the Behavioral Management and Intervention course of study for the Praxis 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance. The competencies you have covered in this course will better prepare you to identify the causes and characteristics of students who have been diagnosed as BD/ED, including assessment, placement, curriculum design, and instruction. As you progress through your program, remember the information you have acquired here, how it can be applied to your other WGU assessments, and how you can use it in your personal and professional life.

**Review of Major Points**

Pick a question from each of the activities in each topic that have questions throughout the course of study. Try to answer these questions without your study journal. Any question you cannot answer on your own signifies an area you need to focus on more closely.

Read through each competency statement. Write a brief summary of the content each statement requires you to know. Review these with your mentor and with other students through the message board.

Another way to check your understanding is to start with blank paper and write
down your understanding of the topic. Pretend you are going to discuss this topic with another special education teacher. You can also post your understanding on the message board for review.

**Transfer/Application**

You have completed a broad range of topics while completing this course of study. You have spent time developing competency and learning how to directly apply what you have learned to classroom settings. Thank you for the effort you have devoted to this category of special education students with behavioral disorders and emotional disturbances. Reflect on how to use knowledge as a guide when developing lesson plans and programs for the diverse nature of these special education categories. Your students will benefit from this knowledge.

**Next Steps: Final Preparation and Assessment**

These last activities will guide you through the final steps leading up to taking the Praxis 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance.

**Directions to referring for a Praxis exam through your Degree Plan**

To refer for an exam on your Degree Plan, click on the assessment you are referring for.

This will take you to the Assessment Detail Page. Click on the tab labeled ASSESSMENT REFERRAL.

There are **3 steps** to filling out your referral.

Make sure that you fill out information for all 3 steps and review them before submitting the referral.

If any step is incomplete, your referral will be denied and sent back to you to fill out all over again!

**Step 1:**

1. In the box where it says NAME--- type in the NAME and CODE NUMBER for your first choice Praxis Testing Site.
2. In the box where it says PHONE: type in YOUR home phone number-not the number for the testing site.
3. Click on CONTINUE at the bottom of the screen.

**Step 2:**

1. For POSSIBLE DATE 1, type in the time and date for the praxis exam. For POSSIBLE DATE 2 and 3, type in the next two (2) consecutive dates.
   (ex. if the exam is July 26, the 3 possible dates would be 07/26/2009, 07/27/2009, and 07/28/2009).
   **You will be registered for your first listed test date, but the computer requires 3 dates to continue.**
2. For TIME 1, 2, and 3, just list 7:45 a.m.
   **Praxis test times are assigned by exam session and will be**
automatic.
3. Click on CONTINUE at the bottom of the screen.

Step 3:
You will need to have your ETS PROFILE and 3 TEST CENTERS/CODES available for this step.
If you do not have this information, go back to Creating an ETS Profile and/or Selecting Test Centers and Dates.

1. In the OTHER CONSIDERATIONS box, you will need to type in the following information:
   • Type in the Code for the Exam (ex. 0353)
   • Your Name
   • Your ETS user name
   • Your ETS password (make sure this is still active, update if needed)
   • Your Date of Birth
   • Your Social Security Number
   • Your Current Mailing Address
   • Your Current Phone Number
   • Three PRAXIS TEST CENTERS and CODES

2. Click SEND REFERRAL.

You referral will be reviewed and approved by your mentor if filled out correctly. The Assessment Scheduling Office will use the information in Step 3 to register and pay for your test fees. You can expect an Admission Ticket via email when the process is complete.

Save your Admission Ticket to take with you to your exam.
Following the Outside Vendor Assessment

Whether you pass the exam or not, you are responsible for getting the score report to WGU. Please also remember to include the score report cover sheet. It is found under the "Resources" tab of your Degree Plan.

To submit your score reports, you can do one of the following:

   • Scan the score report and e-mail it to scores@wgu.edu. (This is the preferred method. It generally takes up to 5-7 days.)
   • Fax the score report to 801-606-7021. (This may take longer than 5-7 business days for entry.)
   • Mail a hard copy to Western Governors University, ATTN: Assessment Delivery Department, 4001 S 700 E., Ste 700, Salt Lake City, UT 84107.

If you have any questions regarding this process, please ask your mentor for more information.
Accessing Outside Vendor Assessments (Praxis)
The special education program uses third-party objective exams, meaning exams that are written and proctored by an organization other than WGU. Special education exams are Praxis exams, created and proctored through the Educational Testing Service (ETS). The procedure for registering for these exams is different from the registration procedure for other WGU objective exams. Please follow these directions very carefully.

Note: Before you request an assessment, go to the ETS website and create a profile. You will need to include the information when you request the assessment.

1. Log in to your MyWGU Student Portal.
2. Go to the "My Degree Plan" tab.
3. In the list below "Course Details," find the assessment you would like to request.
4. In the "Assessment Scheduled Date" column, click "Schedule Now."
5. Rather than clicking "Search" in the window that pops up, complete a search using the following to find a testing site: Praxis Testing Centers
6. Enter the test date, your ETS username and password, your current mailing address, and three testing sites with their site names and site five-digit codes. Note: List the test sites in the order of your preference.
7. Once you have input the necessary information, click "Continue."
8. Enter three different dates and times. For third-party assessment requests, these dates are just placeholders and will not be used to schedule the exam. They have to be entered for you to request the assessment, however. Note: The dates must be at least two weeks from the day you request the assessment.
9. Click "Continue" once the dates and times are filled in.
10. In the "Other Considerations" box that appears, include the test date, your ETS username and password, your current mailing address, and three testing sites with their site names and site five-digit codes. Note: List the test sites in the order of your preference.
11. Click "Continue."
12. A request will be sent to your mentor for approval. Note: Following your request, you will receive further instructions.

Feedback

To provide feedback on this or any other course of study, please use the Course of Study Feedback form.

ADA Requirements

Please review the University ADA policy.