DESCRIPTION
This course of study presents the required sequence of learning steps and activities to help you develop competence in the subject area of Behavioral Management & Intervention. In this case, your competence will be assessed by the successful completion of the Praxis Exam aligned with the areas of content within this course study. Assessment is and has been a controversial and ever changing area. The new focus on curriculum-based assessment, how to evaluate students from culturally and linguistically diverse backgrounds in addition to assessment and technology presents an increasingly important and essential knowledge-base for teachers. The stages of the learning process are listed in the sequence below at the point in which you should have covered the learning essential to build the necessary competence to successfully master the Praxis assessment. Once all stages are completed at the appropriate level of competence, you should be prepared to matriculate the Praxis Exam and receive a PASS on your Academic Activity Plan (AAP) for Behavioral Management & Intervention. As with any learning activity, stages may be completed more quickly than noted below, or they could take the full amount of time indicated. We provide the pacing (Week One, Two, etc) as a guide to the amount of time you should take to develop the competencies necessary and prepare to complete the required assessment on time. Completing your assessments within the required timeline keeps you on pace for Satisfactory Academic Progress (SAP) and Graduation.

INTRODUCTION
Welcome to Behavioral Management & Intervention. 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 interferes with their academic and life success? This sub-domain is essential to developing a foundation that can help special educators understand, predict, and change behavior for all students irrespective of their cultural and linguistically diverse backgrounds. This element of your work with WGU is designed to help provide you with an understanding of behavioral assessment and analysis, linking together FBA’s; develop BIP’s and incorporate them into a management protocol that assists in the application and delivery of successful services for students. For a more detailed explanation of the concepts you will be expected to demonstrate your competence in, please see the competency list below.

If at any time you require additional assistance or have questions during your progress through this course of study, please post a question in the Learning Community or start a discussion about the topic.

Course Mentor------------------Dr. Melanie Shafaat
Email-----------------------------mshafaat@wgu.edu
Telephone----------------------1-866-895-9660, x2059
Office Hours:---------------------Monday –Tuesday, 8:00-12:00 am PST
                                      Wednesday, 12:00-2:30 pm PST
                                      Thursday 8:00-12:00 am PST
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 do at the conclusion of this course of study and what you will be able to demonstrate through assessment.

Competency Title 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.

Competency Title 631.3.2: Models of Discipline
The graduate can identify the systematic models of discipline; know how to diagnose problems and the understanding of how to change a plan to fit changed situations.

Competency Title 631.3.3.: IEP Development
The graduate can understand the principles of applied behavioral analysis and the concepts of application used with different behaviors and classroom situations to develop IEPs.

WGU Statement of Teaching Dispositions
Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. All TC students and faculty will demonstrate the following dispositions described in the Teachers College's conceptual framework and code of ethics:

- Competent and caring
- Respectful and embracing of diversity
- Reflective practitioners
- Equitable and fair
- Professional practice consistent with the belief that all students can learn
- Collaborative professionals
- Professional leaders and change agents

Please review the “Teacher’s College Code of Ethics” found in the WGU Student Handbook (http://kb.wgu.edu/article.asp?article=1489&p=3). Practice the dispositions above while working through this course of study. Reflect on your learning and believe that you will learn the material needed to pass your assessment(s). Care about your education by scheduling time each week to devote to your studies. Collaborate with other teachers by interacting in the learning community, and be a leader of change by making suggestions to improve this learning document.
The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.

**ASSESSMENT**

**Instructions for Registering for Praxis Exams**

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 or ETS. The procedure for registering for these exams is different than for other WGU objective exams. Please follow these directions very carefully:

- Choosing your testing sites and dates
- Go to [www.ets.org](http://www.ets.org)
- On that site, click on PRAXIS series
- On this site you will find at least three (3) sites near you that offer SUBJECT exams. You can find these by clicking on “TEST CENTERS AND DATES”
- You will look on the right side of the screen for *Praxis I and II Paper Based Testing Centers.*
- Select your testing location (it is sometimes better to select all testing centers in US-especially if you are in a state that may not have many centers).
- Choose three locations that indicate that P2 (Praxis II) is available for the dates you will be taking the exam (remember to write down the number and the name of the testing centers)
- Once you have located you testing centers and are sure that the tests are available on the dates you desire. You will need to create a profile (if you don’t already have one). This profile is what WGU will need to register you for the exams.
- Close the Window by clicking in the upper right hand corner.

**Creating an ETS profile**

Then: On the main Praxis page, on the left hand sidebar click on REGISTER ONLINE box.

This brings up a window that allows two options, click on the right side, Click REGISTER ONLINE for paper based test.

New Users may sign up for a free account by clicking on SIGN UP.

Create your profile by filling in the required information and then click SUBMIT. MAKE SURE YOU WRITE DOWN YOUR PASSWORD AND USERNAME!!!!
Referring for the exam through your AAP

Once you have your profile, you will need to follow these directions on your WGU AAP:

- On your AAP, click on OBJECTIVE EXAM for the PRAXIS exam.
- This should bring you to the ASSESSMENT REFERRAL tab.
- In the box where it says NAME--- type in the NAME and CODE NUMBER for your first choice Praxis Testing Site.
- In the box PHONE: type in YOUR home phone number—not the number for the testing site.
- Click on CONTINUE
- On page 2, type in the time and date for the exam. In the other 2 choices, type in the next two (2) consecutive dates (if the exam is July 26, type in 1. July 26, 2. July 27 and 3. July 28)
- Click continue
- On the OTHER CONSIDERATIONS page you will need to type in the following information:

1. Type in the Code for the Exam
2. Your Name
3. Your ETS user name
4. Your ETS password
5. Your Date of birth:
6. Your SS #:
7. Your Current mailing address:
8. Your Current phone #:
9. Three Praxis sites near your location WITH the CODES (you can find these codes on the ETS website).

Required Learning Resources

Arrange to obtain the learning resources listed below so there will be no delays in your studies. These items are essential for you, as this document will guide you week-by-week in the use of these materials. Some of these items must be shipped to you, so be sure that your mailing address information is current. If you click your name on your AAP, you can check your contact information.

Textbooks:


**Online and Postal Learning Resources:**

• [www.cec.sped.org](http://www.cec.sped.org) (Click on: “Teaching & Learning Center:” Current Special Ed Topics, Exceptionality/Topic Areas, Professional Practice Topics and Info, and Evidence-based Practice).


**Communities:**

Be sure to visit the Special Education Learning Community and Program Community. Learning communities are specifically designed to support you as you develop competence in preparation for your assessments through the utilization of threaded discussions, blogs, and chats that are guided by content experts. You will access your communities to receive continued support through professional enrichment and program-specific chats, blogs, and discussions, as well as networking with other students in the same degree program.

**Disposition Statement:** Western Governors University supports the development and demonstration of professional teaching dispositions throughout the course of its Teachers College (TC) licensure programs. All TC students and faculty will demonstrate the following dispositions described in the Teachers College's conceptual framework and code of ethics: Competent and caring; Respectful and embracing of diversity; Reflective practitioners;
Equitable and fair; Professional practice consistent with the belief that all students can learn; Collaborative professionals; Professional leaders and change agents. Please review the Teachers College Code of Ethics found in the WGU Student Handbook. Practice the dispositions above while working through this Course of Study. Reflect on your learning. Believe that you will learn the material needed to pass your assessment(s). Care about your education by scheduling time each week to devote to your studies. Collaborate with other teachers by interacting in the community. Be a leader of change by making suggestions to improve this learning document.

The Course of Study is a dynamic document that is updated on a regular basis. As you work through the Course of Study, make certain you check to make sure you are using the most current version of the document found by clicking on the “Start Here” button on the AAP Learning Resources.

Week 1

PREPARING FOR SUCCESS
To successfully complete X371/PX71, you need the appropriate resources to help with your learning. You should also prepare a calendar to schedule times devoted to your studies. Below you will find instructions on how to order and access the resources that are available to you.

Remember as you work through Foundations of Special Education Law and Legal Issues, it is imperative that you purchase the learning resources, read the assignments, enroll in and participate in self-paced courses, participate in the learning community, and complete learning activities. You will need all of this information to prepare for and pass the X353/PX53 Praxis Exam.

Competency Title 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.

After completing this week’s activities, candidates will be able to:

- Stages of behavior development
- Describe academic or behavioral characteristics of students with learning disabilities

Identifying Behavior Problems
Learning how to identify behavior problems will help you understand what is needed to develop effective behavior management programs. You will understand behavioral management methodology and applied behavioral analysis that 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/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 the “rough times.” When this type of behavior – the crying, whining, kicking, biting, and hitting – continues past the early ages, it becomes a problem.

**Required Reading for this week**
Read chapters 2,3,4,6 in Managing Classroom Behavior, (A Reflective Case-Based Approach). Remember to add to your terminology journal created previously in “Fundamentals of Special Education”.

**Analyzing Case Studies**
During your reading focus on how to develop a reflective approach to problem solving by reflecting (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 5 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 Learning Community where there is a threaded discussion on

**Analyzing Behavior Problems**
[www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu) (Click Resources at the top of the screen, select a topic and a means to view your topic: (Modules, case studies, activities or info briefs). Topics include: Learning Strategies, RTL, Teachers & Grades: PreK-3 and Grades 4-8, Accommodations, Assessment, Behavior, Collaboration, Content Instruction, Diversity, etc.)

Reflect on the scenarios from the readings related to the developmentally significant behaviors and the patterns and stages of misbehavior. Access the learning community to check accuracy of your analyses. Add any key terms to the terminology journal that was started in the “Foundations of Special Education” and continued in “Assessment, Evaluation & Management Practices”. Completing the exercises in “Questions for Reflections” will aid greatly in your personal reflections.

Be prepared to identify the chain of events when analyzing the antecedents, behaviors and consequences. Identify ways to measure the problem behaviors and the behavior change. Analyzing and identifying these concepts will be discussed in a conference call scheduled in the Learning Community. Be prepared to discuss.

**Week 2**

**Behavioral Assessment and Analysis**
This component of the candidates work at WGU is designed to help provide comprehensive information on the processes and procedures of assessment, linking assessment to IEP’s and instruction, and the practices of assessment from an applied and practical perspective. Candidate will understand behavioral management methodology and applied behavioral analysis that can be relevant across a range on disability categories in various educational settings.

**Competency Title 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.

After completing this week’s activities, candidates 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.

**Required Reading for this week**
Read chapters 2,3,4,6 in Managing Classroom Behavior, (A Reflective Case-Based Approach). Remember to add to your terminology journal created previously in “Fundamentals of Special Education” as you do your reading.

**Understanding and Impacting Behaviors.**
Understanding the basic principles for implementing behavior management strategies will successfully impact behavior changes. Access www.iris.peabody.vanderbilt.edu. Consider various bases of behavioral problems including the curriculum and the teacher him/herself. 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 scenario 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. Recognize the influence of peer groups on students’ 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 learning community to check accuracy of your analyses.

**Week 3**

**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 to effectively intervene, initiate maintain and generate behavior change.

**Competency Title 631.3.2: Models of Discipline**
The graduate can identify the systematic models of discipline; know how to diagnose problems and the understanding of how to change a plan to fit changed situations.

After completing this week’s activities, candidates will be able to:
- Outline specific classroom management techniques, interventions and supports
- Identify the systematic models of discipline
- Diagnose problems

**Learning Resources:**
The candidate will use the following text as you begin to approach and understand the philosophy and theories of discipline; *Solving Discipline and Classroom Management Problems (Methods and Models for Today’s Teachers)*, 6th ed. 2005. Wolfgang, Charles, H. John Wiley & Sons, Inc.

- **Required Reading for this week**
  - Read Chapters 2-4 in “Solving Discipline and Classroom Management Problems”

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

- **Discipline Models**
  Access [www.Teachspecialed.com](http://www.Teachspecialed.com) 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 your 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 URL: [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu) link. After connecting to the resource locator for behavior review the Info Briefs that cover the positive consequence strategies and then refer to the modules which discuss disruptive and noncompliant behaviors. Note the stages of the acting-out cycle and suggest ways you could respond to students in the cycle’s different phases. Pay close attention to the interventions that can be implemented to decrease disruptive and noncompliant behaviors.

**Week 4**
BEHAVIOR MANAGEMENT AND INTERVENTION, PART II
The graduate accurately applies 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.

Competency Title 631.3.2: Behavioral Analysis
The graduate can understand the principles of applied behavioral analysis and the concepts of application used in different classroom settings that manage students’ behaviors.

After completing this week’s activities, candidates will be able to:
- Discuss the protocol of behavior analysis
- Outline behavioral management methodology
- Apply behavioral analysis

Learning Resources:

- **Required Reading for this week**
  - Read chapters 5-8 in “Solving Discipline and Classroom Management Problems”
  - Read chapters 1 and 2 in “Applied behavior analysis for teachers (7th ed.)”

Behavior Analysis Techniques
Exploring the protocol of behavior analysis will increase understanding of behavioral management methodology and applied behavioral analysis that can be relevant across a range on disability categories in various educational settings.

- **Applied Behavioral Analysis**
  Access [www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu) access the resources tab and bring up the area of behavior. Review the modules that introduce the models and elements of behaviors, participated in completing the case studies. Concentrate on the procedures of behavior analysis techniques. Be able to recognize ways these concepts are applied in classroom and other settings using selected cases for analysis and self-check in the learning community. Note the use of applied behavior analysis (ABA) as an overall management system. Understand the principles of applied behavior analysis (ABA) to teaching academic skills, functional skills and appropriate social behavior.

- **Theories of Development and Behavioral Objectives**
  [www.cec.sped.org](http://www.cec.sped.org) (Click on “Teaching & Learning Center”, Current Special Ed. Topics, Exceptionality/Topic Areas, Professional Practice Topics and Info. and Evidence –based Practice.). Review module 2 in [www.TeachSpecialEd.com](http://www.TeachSpecialEd.com). Be familiar with the biophysical, developmental and cognitive theories and the useful information teachers’
gain from them. Attend to the differentiation of operant and respondent conditioning, and become familiar with positive and negative reinforcement issues. Study the precedents and antecedents of behavior.

Chapter review of key terms and the discussion questions at the end of both chapters will aid in checking comprehension of material. Make note of the components of behavioral objectives including a standard format for a behavioral objective and be able to recognize a well written behavioral objective that will assist in the development of an individualized education program (IEP). Focus on the terminology associated with the IEP and the current legislation and regulations that identify and include the six components of an IEP. Be knowledgeable about the levels of learning, and the behavioral terms for use in writing objectives. Be able to explain the contents of a transition plan. Read carefully, developmentally significant behaviors, patterns and stages of misbehavior, measuring problem behavior and behavior change, completing a functional assessment of behavior and writing a positive intervention plan, and the five operations of behavioral approach and group contingencies.

WEEK 5
BEHAVIOR MANAGEMENT AND INTERVENTION, PART III
The graduate accurately applies 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.

Competency Title 631.3.2: Designing Behavioral Management Plans
The graduate can understand the principles of applied behavioral analysis and the concepts of application used in different classroom settings that manage students’ behaviors. Demonstrate appropriate use of recording systems and procedures, data collection sheet and graphing.

LEARNING RESOURCES:
The candidate will use the following text as you study this topic: Applied Behavior Analysis for Teachers, 7th ed., 2006. Alberto, Paul A., & Troutman, Anne. C. Pearson, Merrill/Prentice Hall

- Required Reading for this week
  - Read chapters 3 and 4 in “Applied Behavior Analysis for Teachers”

After completing this week’s activities, candidates will be able to:
- Evaluate behavior through observation
- Use data collection in on-going behavior evaluation

Data Collection Methods
The efficacy of all behavioral management plans includes evaluating behavior through observation and the use of on-going data collection methods. The candidate will understand behavioral management methodology and applied behavioral analysis that can be relevant across a range of disability categories in various educational settings.
Activity Title: Behavioral Evaluation and Data Collection

www.cec.sped.org and of data collection procedures in order to identify the most common data collection methods and their adaptation for classroom use. Understand behavioral evaluation requires observation of students’ current functioning and ongoing process. Gain a good understanding of the systems of data collection and be able to identify the dimensions for observation of behavior. Use the illustrations of the different categories of data collection systems to aid in understanding of the use of different data collection procedures. Charts and graphs will assist in visualizing the data collection systems discussion questions will aid in checking comprehension of content material. Use “marginal notes” in all readings for insightful information and a lead to more detailed information in Companion Websites. Focus on the purposes of graphs and the basic methods of graphing data to assist in understanding the value of graphs as a communication tool. Use the figures and illustrations of data conversion procedures to understand their use in writing and evaluating student progress reports, writing IEP’s and behavior management plans and intervention plans. Be able to demonstrate appropriate use of recording systems and procedures, data collection sheet and graphing.

Week 6

Subject Title: BEHAVIOR MANAGEMENT AND INTERVENTION, PART IV

Subject Description:
In this subject the graduate accurately applies 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.

Competency Title 631.3.2: Designing Behavioral Management Plans
The graduate can understand the principles of applied behavioral analysis and the concepts of application used with different behaviors and classroom situations.

After completing this week’s activities, candidates will be able to:
- Design a behavior management program
- Identify targeted behaviors

Learning Resources:
Candidates will use the following text as you study this topic: Managing Classroom Behavior (A Reflective Approach), 4th ed., 2006, Kauffman, James., Mostert, Mark, P., Trent, Stanley, C., Pullen, Patricia, L. Allyn & Bacon.

- Required Reading for this week
  - Read Part 2 in “Managing Classroom Behavior”

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 providing opportunities to design behavior management programs.

**Case–Study Analysis, Part 1**

Access www.iris.peabody.vanderbilt.edu. Turn to the Resource Locator and pick Behavior; select all materials and review the modules and cases studies outlining the positive management techniques that can be employed with individual students’ behavioral concerns that are not effectively addressed by comprehensive classroom rules. 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 importance of issues in each case. Acknowledge the necessary actions needed and 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.

Note that a systematic pattern of analysis should be followed, which is located at the end of the first chapter of Kauffman text, and that from the many methods for case analysis, this is only one of the methods that can be used.

Access the learning community to post and read items related to behavioral management. Your posting should come out of your reflection on all readings related to behavioral management as well as the Sopris West course you are completing.

**Week 7**

**Subject Title: BEHAVIOR MANAGEMENT AND INTERVENTION, PART IV**

**Subject Description:**
In this subject the graduate accurately applies 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.

**Competency Title 631.3.2: Designing Behavioral Management Plans**
The graduate can understand the principles of applied behavioral analysis and the concepts of application used with different behaviors and classroom situations.

After completing this week’s activities, candidates will be able to:

- Identify social, emotional and behavioral challenges that permeate all disabilities
- Describe the current status of social-emotional characteristics and potential solutions
- Identify and discuss the five operations of a behavioral approach
Learning Resources:
Candidates will use the following text as you study this topic: *Managing Classroom Behavior (A Reflective Approach), 4th ed.*, 2006, Kauffman, James., Mostert, Mark, P., Trent, Stanley, C., Pullen, Patricia, L. Allyn & Bacon.

- **Required Reading for this week**
  - Review chapters 2-4 in “Managing Classroom Behavior”
  - Read Chapters 1 and 5 in “Managing Classroom Behavior
  - Review Course 3, module 2 in [www.TeachSpecialEd.com](http://www.TeachSpecialEd.com)

**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 providing opportunities to design behavior management programs. You will also learn the reflection process in the analysis process.

- **Case–Study Analysis, Part 2**
  Access URL: [www.cec.sped.org](http://www.cec.sped.org) (Click on “Teaching & Learning Center”, Current Special Ed. Topics, Exceptionality/Topic Areas, Professional Practice Topics and Info. and Evidence –based Practice.) When analyzing case-studies be able to identify social, emotional and behavioral challenges that permeate all disabilities; identify and describe the current status of social-emotional characteristics and potential solutions; and describe the implications of social, emotional and behavioral deficiencies on learners with disabilities, their teachers, their parents, and across the school setting. The selected case studies that will be provided in the Learning Community will provide opportunities for self-check and reflection. Be prepared to understand and recognize that individuals will differ in how the issue is regarded or will develop a different action than another person. This will demonstrate an ability to apply the concepts in case analysis.

- **Developing Target Behaviors**
  Be able to complete practice sheets for developing target behaviors and recognize behavioral operations in order to develop effective strategies for dealing with acceptable and unacceptable troublesome behavior. Participation provided through the learning community will encourage dialogue that is able to describe the essential parts of the selected cases. Be prepared to identify and discuss the five operations of a behavioral approach. Center in on the factors involved in a strong behavior management program to determine the most effective strategy to successfully help students change their behavior and for you to manage a classroom.

**Week 8**

**BEHAVIORAL RESEARCH APPLICATIONS, PART I**
In this subject area the graduate will be introduced to the tenants of theory on human behavior with research-based recommendations for dealing with contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

**Competency Title 631.3.3: IEP Development**
The graduate can understand the principles of applied behavioral analysis and the concepts of application used with different behaviors and classroom situations to develop IEPs.

After completing this week’s activities, candidates 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

**Learning Resources:**

- **Required Reading for this week**
  - Review chapters 1-5 in “Managing Classroom Behavior”

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

- **Communication Strategies**
  Access [www.npnd.org](http://www.npnd.org). Click on Child Disability) Symptoms & Side Effects; Diseases and Causal Factors; Medical Therapy; Risks: Viruses & Anatomy Note the objectives of limiting setting and the impact of teacher’s reactions to students’ behaviors. Recognize the steps in “limiting setting”. Pay attention to examples and kinds of verbal and nonverbal communication skills that must be modeled and taught. Attend to the skills and needs for effective communication skills and the approaches taken with students whose behavior manifests in anger, aggression, or withdrawal. Careful reflection of approaching the management of students in your classrooms leads to successful management protocols and achieves stated goals. Using a classroom setting, try to provide examples of different behavior manifestations and communication approaches. Focus on proactive or preventive models of discipline and behavior management systems.

- **IEP Process**
View the videos of an IEP meeting and a parent teacher conference on the Knowlton CD. Identify meaningful and measurable goals and objectives for the IEP. Pinpoint a student’s present level of performance, by creating IEP’s for six different students with varying ages and abilities. Utilize forms written at a national level that can be customized to correspond to individual states and districts. These forms are provided in the CD. Respond to open-ended reflective assessments on the entire IEP process. Focus on application of skills to prepare students to manage their own behaviors. What are the components of an IEP? Who is involved in an IEP meeting?

Week 9

**Subject Title: BEHAVIORAL RESEARCH APPLICATIONS**

In this subject area the graduate will be introduced to the tenants of theory on human behavior with research-based recommendations for dealing with contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

**Competency Title 631.3.3: Social Responsibility and Legal Implications**

The graduate can understand the principles of applied behavioral analysis and the concepts of application used with different behaviors and classroom situations to develop IEPs.

After completing this week’s activities, candidates will be able to:

- Discuss the “Constitutional Rights” of the first, fourth and fourteenth amendment

**Required Reading for this Week**

- Read Chapter 13 and the Appendix in “Applied behavior analysis for teachers (7th ed.)”
- Read Chapters 11-15 in Solving Discipline and Classroom Management Problems (Methods and Models for Today’s Teachers), (6th ed.)

**IEP’s and Civil Rights**

Insuring that the rights of students are protected in all school situations is a measure of one’s social legal responsibility and an integral component for special educators.

**The Constitution and Student Rights**

Be prepared to discuss the “Constitutional Rights” of the first, fourth and fourteenth amendment as a standard of judging individual constitutional rights as it relates to special education and educational planning. Define the phrase “in loco parentis” and due process proceeding and give examples of situations in which they can impact the educational process. Qualify your understanding of social responsibility. Review the terminology in the glossary and provide examples of FAPE and LRE as it relates to behavioral disabilities, classroom management and the inclusion of students into the general education classroom. What is the teacher’s responsibility to make certain that student rights are respected?
Disciplinary Procedures
Focus on the practices of grading and homework, suspension and judicious discipline. Review the different discipline issues addressed by the procedures used in schools. Understand Pro-social skills, and teachers’ methods of applying skills and responding to difficult parents and violence of students. Use charts to understand the 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. Note the summary of key concepts at the end of each chapter. Use the vignettes in the appendix to analyze and preplan preventative measures. Participation provided through the learning community will encourage and questions to aid in checking comprehension of content.

Conclusion

Congratulations on completing the Course of Study for the Praxis 371 in Special Education at Western Governors University! As you progress through your program, remember the information you have acquired here and how it can be applied to your other WGU assessments, as well as your personal and professional life. You have completed a broad range of topics while completing this course of study. You have spent time remembering how assessment is important to the Special Education process. Thank you for the effort you have devoted to the learning of important aspect of not only assessment but the other components of a Special Education program such as IEP development and evaluation. Reflect on how to use assessment as a guide when developing lesson plans.

The Next Steps: Final Preparation and Assessment

These last activities will guide you through the final steps leading up to your taking of the 0371 Praxis Assessment.

Review of Concepts

- Pick a question from each activity in each topic. Try to answer these questions without your Study Journal. Any questions you can’t answer on your own signify an area you need to focus more closely on.
- Read through each competency statement (found just after the introduction on this Course of Study). Write a brief summary of the content each statement asks you to know. Review these with your mentor, another candidate through the learning community.
- 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 in the community for review.
Feedback
If you wish to provide feedback on this course of study, please contact Dr. Sara Cloutier at scloutier@wgu.edu