

Course Syllabus

Behavior Management in the Classroom

CH DEV 42

Units: 2.0

Instructor: Susan Mott,
Resource Specialist/SDC Teacher
Kings Canyon Unified School District
Grant Middle School
(559) 637-1266 (w) (leave name & number)
(559) 638-3441 (h) (message phone)

Course Dates: January 12 - March 8
Wednesday 4:00 - 7:50 PM
Room SS 30

Text: *Positive Child Guidance*, 3rd Ed.
by, Darla Ferris Miller

COURSE DESCRIPTION:

A study of theory and methods of direct and indirect guidance, setting limits, and the use of positive reinforcement to improve student behavior and academic performance.

COURSE GOALS/OBJECTIVES:

- Gain insight into behavioral theory and how it has evolved over the years.
- Identify major factors affecting different types of behavior.
- Demonstrate skills of critical observation of children, applying knowledge of theory and methods of guidance in a classroom setting.

Drop date
Attendance
Final Exam

Course Outline: C.D. 42 - Behavior Management

- A. Behavioral Theory Past and Present**
 - 1. Behaviorist
 - 2. Psycho-Analytic
 - 3. Developmentalist

- B. Causal Factors to Behavior**
 - 1. Ages and stages and behaviors
 - 2. Nature and Nurture
 - 3. Other Factors
 - a. Prenatal
 - b. Perinatal
 - c. Postnatal

- C. Measuring and Observation of Behavior**
 - 1. Observation and recording
 - 2. Settings and conditions
 - 3. Anecdotal records
 - 4. Types of behavioral assessment techniques

- D. Methods of Behavior Management**
 - 1. Redirection
 - 2. Setting limits
 - 3. Direct and Indirect Guidance
 - 4. Other approved forms

- E. Chronic Behaviors**
 - 1. Habit formation
 - 2. Syndromes

- F. Response-Weakening Procedures**
 - 1. Extinction
 - 2. Response-Cost
 - 3. Time-Out

- G. Using Positive Reinforcement to Improve Student Performance**
 - 1. Setting up a classroom token economy
 - 2. Group Contingencies
 - 3. Contingency contracting and behavioral self-management

- H. Classroom Management Options**
1. Encouraging Pro-Social Behavior
 2. Teaching Social Skills
 3. Effective Teaching Strategies
 4. Modeling Behaviors and Role Playing
 5. Developing Instructional Programs Through Task Analysis
- I. Developing a Behavior Plan**
1. Observation and Anecdotal Recording
 2. Target Behaviors
 3. Developing a Reward System
 4. Evaluation of Plan
 5. Extension Plan

Grades and Assignments:

The final grade will be determined on the bases of accumulated points on the following:

- Four written exams: A = 10, B = 8, C = 6, D = 4, F = 0
- Group Work and Problem Solving: 10 points each
- Behavior Plan: 25 points
- Observations: 10 points each
- Readings: 5 points each
- Attendance and Participation: 10 points (these will be lost after 3 absences)

Late assignments will receive reduced points.

One exam may be made-up, if missed, during the semester.

Course Dates

- Jan 12 Introduction and discussion about Behavior Management.
Video: *Effective Classroom Management*
Handouts
Read: Chapters 6 & 10
- 19 Discussion on Behavior Theory and Causal Factors to Behavior.
Group discussion on Chapter 6 & 10
Handouts & Study Guide
Read: Chapter 9
- 26 Discussion on Measuring and Observation of Behavior.
Group discussion on Chapter 9.
Begin Observation
Handouts & studyguide
Read: Chapters 5 & 8
Discuss exam
- Feb 2 Discussion on Methods of Behavior Management. Behavior Plan.
Group Discussion on Chapters 5 & 8.
Exam
Handouts & studyguide
Read: Chapter 7
- 9 Discussion on Chronic Behaviors and Response-Weakening Procedures.
Group Discussion on Chapt. 7
Video
Handouts & studyguide
Read: Chapters 3 & 4

- 16 **Discuss Using Positive Reinforcement to Improve Student Performance.**
Group Discussion on Chapters 3 & 4.
Handouts & studyguide
Read: Chapter 2
Exam
- 23 **Discuss Classroom Management Options.**
Group Discussion on Chapter 2
Video
Handouts
Examples of Behavior Plans & Observations
- Mar 1 **Discuss Developing a Behavior Plan.**
Be ready to talk about your Observation & Plan(rough draft)
Exam
- 8 **Oral Presentation on your Observation & Behavior Plan.**