

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF EDUCATIONAL STUDIES
COURSE SYLLABUS

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I. COURSE TITLE AND NUMBER
Special Education 460/660
Behavior Interventions

II. SEMESTER CREDIT HOURS
3

III. CATALOG DESCRIPTION/PURPOSE
Advanced strategies for managing social behaviors that impact on academic learning of mildly, moderately and severely disabled children. Techniques for eliminating maladaptive behaviors, managing aggressive and antisocial students and teaching appropriate social skills for special education students. Prereq: Admission to Teacher Education and SPED 300.

IV. RATIONALE
To provide students the knowledge, skills, and technique in the prevention, intervention, and evaluation of appropriate and inappropriate student behavior. Exposure to basic principles and approaches of behavior modification and classroom management.

V. TEACHER EDUCATION MODEL

The UTM Teacher Education Model is designed to develop teachers who facilitate learning by engaging in methods and strategies that can transform students from passive recipients of information into active participants in their own intellectual growth. The faculty is committed to providing pre-service teachers with a variety of experiences to increase understanding, skills, and dispositions in dealing with students of diverse cultural backgrounds and varying learning styles. The faculty also view technology as an integral component of the teacher preparation program and believe pre-service teachers should know how to enhance learning through the use of a wide variety of materials including human and technological resources. Therefore, imbedded and intertwined among components of the conceptual framework are the commitments to ***diverse learners*** and the ***use of technology*** as an additional ***communication*** tool to enhance student learning. The following are the three primary components to the Conceptual Framework that serve as a knowledge base for the UTM Teacher Education Program in producing ***Teachers as Facilitators of Learning***:

- A. Reflective Practitioner
- B. Pedagogical Skills

C. Professional and Ethical Behavior

VI. COURSE OBJECTIVES/LEARNING ACTIVITIES

Upon completion of this course, the candidate:

1. Is familiar with models of human behavior.
2. Understands behavioral concepts.
(CC5-K1, FC6-K3, GC6-S6, GC6-S7, FC6-S7, GC6-58)
3. Uses behavioral techniques to increase behavior.
(CC4-S7, CC4-511, GC4-S26, FC4-S3)
4. Uses behavioral techniques to decrease behavior.
(CC6-K5, GC6-S1, FC5-S1)
5. Explore alternative approaches such as cognitive behavioral techniques.
(GC4-S2, CC6-S3, CC6-S7, FC6-S1)
6. Collects and evaluates behavioral data- functional assessment of behavior.
(CC3-K9, GC3-S1, FC3-S1, GC5-S1 GC6-S3, FC6-S3)
7. Develops and implements behavioral plans and manifestation determinations.
(FC6-K1, GC6-K1, CC5-S4, CC6-S1, CC6-S8, CC6-S2, FC6-S2)
8. Is familiar with the legal aspects of discipline and ethics in behavior management.
(CC6-K1, CC6-K-12, CC6-S2)
9. Consults with parents and other professional regarding behavior change interventions.
(CC6-K3, CC3-S11, FC4-K4, GC4-K6, 3-KE2, 3-DE1, 4-KE6, 4-PE5, FC1-K3, CC1-S2, CC1-S1, GC1-S1)

VII. COURSE CONTENT

Through online course delivery, the content of the course will result in:

Selecting behaviors and interventions with consideration of the student/ client's culture and language, disability, or learning style.

Defining and describing principles of applied behavior analysis.

Demonstrating skill in applying the principles.

Collecting data and intervening according to a single subject research design.

Implementing behavior change based on principles learned.

Reporting in writing an applied behavior analysis project.

Analyzing and applying task analysis.

Developing self-management strategy for students.

Using computers for reinforcement, data management/graphing, & report writing.

Discussing ways to use resource persons in work, home, and community settings.

Describing and applying ethical use of applied behavior analysis.

VIII. EVALUATION

Update Homepage

Update Personal Information

Discussion Board Assignments

Personal Photo

Quizzes: 10 quizzes over selected topics and chapters

Various Assignments over selected chapters

Your grade is calculated by adding the total points and multiplying by the following percentages:

A = 90% - 100%

B = 89% - 80%

C = 79% - 70%

D = 69% - 60%

F = Below 60%

NOTE: Any student eligible for and requesting academic accommodations due to a disability is requested to provide a letter of accommodation from PACE or Student Academic Support Center within the first two weeks of the semester.

IX. TEXTBOOK(S)

Alberto, P.A. & Troutman, A.C. (2003) Applied Behavior Analysis for Teachers.
New Jersey: Merrill Prentice Hall

X. OTHER RESOURCES

None

XI. PREREQUISITES

Special Education 300

Admission to Teacher Education Program

XII. FACULTY FREQUENTLY TEACHING COURSE

Michelle Arant, Ed.D.

XIII. PROGRAM(S) IN WHICH COURSE IS REQUIRED

Special Education K-12

THE UNIVERSITY OF TENNESSEE AT MARTIN
DEPARTMENT OF _____
(Course)

MATRIX REFERENCES

This course meets the State Matrix Knowledge and Skills for:
EXAMPLE: Physical Education I. A., C., D., I., P., Q.; Health I. B.

Knowledge

The student will be able to:

- A. distinguish between the various joint movements and the planes in which they occur for selected sport and exercise activities
(Physical Education I. P.; Health I. B.)

Performance

Dispositions