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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: EXCEPTIONAL STUDENT EDUCATION COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:
 PREFIX EEX COURSE NUMBER 6264 LAB CODE _____
 (TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)
 COMPLETE COURSE TITLE : STRATEGIES AND ENVIRONMENTS THAT PROMOTE POSITIVE BEHAVIOR IN YOUNG CHILDREN

EFFECTIVE DATE
 (first term course will be offered)

 SUMMER 2009

CREDITS: 3 TEXTBOOK INFORMATION: Stormont, M., Lewis, T., Beckner, R., Johnson, N. (2007). *Implementing positive behavior support systems in early childhood and elementary settings*. Thousand Oaks, CA: Corwin Press.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR PASS/FAIL _____ SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES: This course presents systems that promote positive behavior using research based practices in early childhood, including program-wide supports and interventions that meet classroom and individual student needs. (3 semester hours)

PREREQUISITES W/MINIMUM GRADE: * EEX 5015	COREQUISITES:	OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
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PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.
 *DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
 DOCTORAL DEGREE IN EXCEPTIONAL STUDENT EDUCATION, EARLY CHILDHOOD EDUCATION, OR RELATED DISCIPLINE

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. All departments in the College of Education have been consulted.

Peggy Goldstein, pgoldste@fau.edu 61042

 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Dean of the Graduate College: _____	Date: _____ _____ _____ _____	Syllabus —must include all details as shown in the UGPC Guidelines. Written Consent —required from all departments affected. Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.
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Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

**Exceptional Student Education
College of Education
Florida Atlantic University**

Instructor:

Contact Information:

Office Hours:

Class Location and Meeting Time:

Course Number: EEX 6264

COURSE TITLE: Strategies and Environments that Promote Positive Behavior in Young Children

CATALOG DESCRIPTION:

This course presents systems that promote positive behavior using research based practices in early childhood, including program-wide supports and interventions that meet classroom and individual student needs. (3 semester hours)

PREREQUISITES: EEX 5015

COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional.

REQUIRED TEXTS:

Stormont, M., Lewis, T., Beckner, R., & Johnson, N. (2007). *Implementing positive behavior support systems in early childhood and elementary settings*. Thousand Oaks, CA: Corwin Press.

READINGS:

Neilsen, S. & McEvoy, M. (2004) Functional behavioral assessment in early education settings. *Journal of Early Intervention*, 26, 115-131.

Supplementary readings may be assigned throughout the semester.

AUDIO/VISUAL TECHNOLOGY:

Computer: Blackboard Distance Learning (blackboard.fau.edu Do not type www. Follow links for Login)

Computer: APA Style web sites:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>;

<http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apamenu.htm>

<http://www.apastyle.org/fifthchanges.html> Computer: E-mail

Computer: Power Point Presentations, Word processing

Overhead projector, Computer Projector, VCR, CD-ROM's, DVD

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

State of Florida Prekindergarten/Primary Education (Age 3) Through Grade Three (3)
Specialization Competencies (PK/P)
National Association for the Education of Young Children (NAEYC)
Educator Accomplished Practices: Florida Education Standards Commission (EAP)
NCATE Recommendations for Technology in Teacher Education (NCATE-tech)
Subject Matter Content Standards for Florida's Teachers: ESOL = (ESOL)
Council for Exceptional Children (CEC) and Division of Early Childhood (DEC)

COURSE OBJECTIVES AND COMPETENCIES FOR EARLY CHILDHOOD:

Upon completion of this course, students will be able to:

1. Describe the components of a program wide behavior support system for young children. (PK-3: 9.1, 9.2)
2. Identify developmentally appropriate components of a positive and effective classroom management plan for early childhood settings. (PK-3: 4.2, 4.13, 9.2)
3. Identify strategies to facilitate positive self-concept, self-esteem, social skills development, character development and social problem-solving in young children. (PK-3: 4.11, 9.3, 9.5)
4. Identify appropriate strategies for responding to student behavior in early childhood settings. (PK-3: 9.1, 9.3, 9.4)
5. Identify strategies for managing problem behavior and addressing individual needs of young children. (PK-3: 7.1, 7.2, 7.5, 9.2, 9.4)
6. Identify collaboration processes with families and other professionals to enhance the classroom environment and meet individual student needs. (PK-3: 5.1, 9.6)

CONTENT OUTLINE:

Week	Topic(s)	Reading
1	Course overview Definition/ Components of Positive Behavioral Interventions and Supports Community and Media Influences	Chapter 1
2	Programwide/Schoolwide Positive Behavioral Support	Chapter 2

3	Promoting Positive Group Behavior in classrooms and other environments. Designing a classroom management plan	Supplemental Readings
4	Effective whole group strategies, approaches, and environmental arrangements	Chapter 3, 8
5	Preventing Problem Behaviors	Chapter 4
6.	Teaching students to manage their own behavior	Chapter 6
7	Data Based Decision Making for Problem Behavior	Chapter 7
8	Collaboration with families and other professionals	Supplemental Readings
9	Functional Behavioral Assessment; environmental contexts	Article: Functional Behavioral Assessment in Early Education Settings.
10	Effective Strategies for responding to serious individual behaviors.	Chapter 6
11	Designing a behavior intervention plan	Chapter 7
12	Implementing a behavior intervention plan	Chapter 8
13	Evaluating management programs	
14	Course Review/Wrap-Up	
15	Final Exam	

COURSE REQUIREMENTS:

1. Quizzes and/or Exams

2. Develop a Classroom Management Plan:

Students will develop a classroom management plan that will be suitable for use in present or future settings. The plan should include the following elements:

a. Statement of philosophy (i.e., education and discipline) that includes cultural considerations and behavior

b. Overview of Classroom Organization

1. Outline of Classroom routines: academic and nonacademic

2. Classroom management:
 - Classroom rules
 - Motivational Strategies (positive and negative consequences)
 - Transition Strategies

c. Communication: Description of strategies for communication with families.

NOTE: The Classroom Management Plan is the **CRITICAL ASSIGNMENT** for this course. The Florida Department of Education has identified a set of Accomplished Practices that are embedded in most ESE courses. Please read carefully the ESE departmental policy on Critical Assignments.

ESE Departmental Policy on CRITICAL ASSIGNMENT(S)

Assessment Criteria

A student must earn a **minimum grade of 83%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation Policy

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 83% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be B- or below regardless of the total points earned in the course.
- **If a student is not passing the course**, and has failed to pass the Critical Assignment with a minimum of 83% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

3. Functional Behavior Assessment: Conduct a functional behavior assessment on a child. Write a summary report.

4. Design a behavior intervention plan. Based on the functional behavior assessment, design an intervention plan based on positive behavioral interventions.

5. Please note: all work must be typed, double spaced, 12-point font with 1-inch margins for all written assignments.

ASSESSMENT PROCEDURES:**% of Course Grade**

1. Exams/ Quizzes	30%
2. Classroom Management Plan	20%
3. Functional Behavior Assessment	25%
4. Behavior Intervention Plan	25%

TEACHING METHODOLOGIES:

Modeling & Guided Practice

Research

Simulations

Lecture & Discussion

Internet communication (use of e-mail, web sites, distance learning)

Power Point presentations by instructor and students

Cooperative Learning Presentations

Use of overhead projector, videos, computer, and other media

ASSESSMENT PROCEDURES:**GRADING (ESE GRADING SCALE):**

Activity scores are cumulative and the grade scale represents percentage of total points earned.

A = 93-100	A- = 90-92	B+= 87-89	B = 83-86
B-= 80-82	C+= 77-79	C = 73-76	C-= 70-72
D+= 67-69	D = 63-66	D-= 60-62	F = Below 60

All assignments must be completed in order to earn a grade of an “A” in this course.

ATTENDANCE POLICY:

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.”

Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

Reasonable accommodations are made for religious observances.

STUDENTS WITH DISABILITIES:

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with the Office for Students with Disabilities (OSD) and provide the instructor of this course with a letter from OSD which indicates the reasonable accommodations that would be appropriate for this course. OSD offices are located on Boca, Davie and Jupiter campuses. Information regarding OSD services and locations can be found on the FAU website.

HONOR CODE:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf.

BIBLIOGRAPHY:**A. BOOKS**

- Adams, S. K., & Baronberg, J. (2005). *Promoting positive behavior: Guidance strategies for early childhood settings*. Columbus, OH: Merrill Prentice Hall.
- Bell, S. H., Carr, V., Denno, D., Johnson, L. J., Phillips, L. R. (2004). *Challenging behaviors in early childhood settings: Creating a place for all children*. Baltimore, MD: Brookes Publishing Company.
- Gordon, A., & Brown, K.W. (1996). *Guiding young children in a diverse society*. Boston, MA: Allyn and Bacon.
- Hearron, P. F., & Hildebrand, V. (2005). *Guiding young children*. Columbus, OH: Merrill Prentice Hall.
- Kaiser, B., & Rasminsky, J. (2007). *Challenging behavior in young children: Understanding, preventing, and responding effectively, (2nd ed.)*. Boston, MA: Merrill.
- Wheeler, E. J. (2004). *Conflict resolution in early childhood: Helping children understand and resolve conflicts*. Columbus, OH: Merrill Prentice Hall.

B. JOURNALS:

Childhood Education
Early Childhood Research Quarterly
Journal of Educational Research
Journal of Research in Childhood Education
Journal of Applied Behavior Analysis
Journal of Positive Behavioral Interventions
TESOL Journal
TESOL Matters
Young Children

Departmental Comments for EEX 6264

From: Mike Brady [mailto:mbrady@fau.edu]
Sent: Wednesday, October 22, 2008 10:59 AM
To: Deena; Jim McLaughlin; Sue Graves; Robert Shockley; Barbara Ridener; Irene Johnson at FAU
Cc: Mary Lou Duffy
Subject: Request: New Course Review

Chairs – I'm attaching a syllabus for a new course, *EEX 6264, Strategies and Environments that Promote Positive Behavior in Young Children*. This is a course that was jointly developed by faculty from both the ESE and CCEI departments. It will support the early childhood master's program in CCEI, and the early childhood concentration area in ESE.

Will you please review the course, and if you agree that it does not conflict with the curriculum or coursework in your departments, reply to this message indicating that.

As always, your reviews of new courses, and course changes, are appreciated!

Cheers
MB

From: Robert Shockley [mailto:shockley@fau.edu]
Sent: Thursday, October 23, 2008 10:30 AM
To: Mike Brady
Subject: RE: Request: New Course Review

Mike,

I see no problem with the course in terms of EDL. Bob

From: Irene H Johnson, PhD [mailto:ijohnso9@fau.edu]
Sent: Monday, October 27, 2008 2:46 PM
To: 'Mike Brady'
Subject: RE: Request: New Course Review

I have reviewed the new course, EEX 6264 as requested. The content does not conflict or overlap with the coursework in the Counselor Education program.

Irene H. Johnson

From: H. James McLaughlin [mailto:jmclau17@fau.edu]
Sent: Tuesday, October 28, 2008 2:07 PM
To: Mike Brady
Subject: Request: New Course Review

Mike:

As you can imagine, we see no conflict with the course you propose. Take care.

Yours,

Jim McLaughlin

From: Deena Louise Wener [mailto:wener@fau.edu]
Sent: Thursday, November 13, 2008 1:24 PM
To: Dr. Brady
Subject: Proposed Course-EEX 6264

Dear Dr. Brady,

Thank you for the opportunity to review your new course proposal, EEX 6264 - Strategies and Environments that Promote Positive Behavior in Young Children.

The course does not conflict or overlap with any of the courses offered in the Department of Communication Sciences and Disorders.

Good luck with the course as the proposal moves forward.

With best regards,
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP
Associate Professor and Chair
Department of Communication Sciences and Disorders

From: Barbara Ridener [mailto:bridener@fau.edu]
Sent: Monday, November 17, 2008 10:03 AM
To: Mike Brady
Subject: RE: Request for You to Review Our New Course

Ooops. Not a conflict for Teaching and Learning. :)

Barbara