

SIMON FRASER UNIVERSITY

**EDUCATION 380-3
(T3.00)**

**SPECIAL TOPIC:
BEHAVIOR MANAGEMENT IN THE REGULAR CLASSROOM: SECONDARY**

Summer Session, 1991
(July 15 - 24)

Instructor: Jack Scott

Monday - Saturday, 8:30 a.m. - 12:20 p.m.

Location: Jericho Hill School
4125 West 8th Avenue, Vancouver

PREREQUISITE: Educ 401/402 or equivalent and certified practising teacher.

COURSE DESCRIPTION

This course is designed to provide the regular teacher at the secondary level with a broad array of practical strategies for managing student behavior. The course will begin with an overview of the characteristics of disordered students and major service provision issues. A model for assessing the effectiveness of interventions or accommodations will be provided. Behavioral and cognitive-behavioral strategies for promoting academic success are featured. Additionally, the psychodynamic, counselling, ecological, and biophysical behavior management strategies most likely to be of benefit to regular classroom teachers will be examined.

COURSE OBJECTIVES

The overall objective of this course is to provide regular classroom teachers at the secondary level with an expanded array of behavior management strategies and with a set of monitoring-measurement tools and a philosophical justification for the use of these tools so that each teacher may be able to assess the effectiveness of their teaching methodology. The course will proceed from an essentially behavior analytic prospective. Within this framework it is maintained that the probability of the occurrence of a given behavior is largely determined by the consequence of that behavior when considered within the context of the individual's genetic endowment and past history of reinforcement (Skinner, 1953, 1966). The search for etiologies becomes relatively unimportant when planning instructional and therapeutic interventions from this prospective (Walker, 1979). Rather, careful direct, sensitive, and repeated measurement of precisely defined behaviors coupled with on-going analysis of intervention effectiveness assumes paramount importance (Baer, Wolf, & Risely, 1968; Johnston & Pennypacker, 1980; Tawney & Gast, 1984). James M. Kauffman, the foremost student of childhood behavior disorders has perhaps most persuasively stated the importance of such measurement in relation to the provision of effective services for disordered children and youth:

The teaching profession is dedicated to changing behavior demonstrably for the better. What can one say, then, of educational practice that does not include precise definitional and reliable measurement of the behavior change induced by the teacher's methodology? *It is indefensible.*
Measurement need not be sophisticated to be extremely valuable. (p. 400)

The course rests additionally, on other foundations without, I feel, any essential contradiction. Teachers, due to training, experience, religious or cultural practices and beliefs, and current professional expectations, are likely to have inclinations toward some types of interventions and disinclinations toward other techniques or models of behavior management. Some behavior management strategies "fit" more

easily within a teacher's teaching style than others. A clear focus on the responsibilities of the teacher to put forth their best effort to accommodate each special student must, however, be maintained. The wide array of techniques available to teachers, variations in teacher style and technique preference, and the responsibility of teachers to accommodate special needs students significantly increase rather than decrease the need for a set of simple, teacher implementable procedures to guide judgment about the effectiveness of supportive efforts. Accordingly, the widest range of techniques will be considered and specific techniques for applying the basic elements of the behavioral evaluation model will be presented and discussed. Among the techniques to be considered will be: life space interviewing (Redl, 1949), level systems (Bauer & Shea, 1988), reality therapy (Glasser, 1965), the self-control curriculum (Morse, 21979), cognitive rehearsal strategies (Camp & Bash, 1981), therapeutic environmental programming (Loughmiller, 1965), classroom structuring (Paine, et al., 1983), dietary management (Feingold, 1975), and drug therapy (Kavale, 1982; Kohn, 1989).

REQUIRED TEXT

Walker, J.E., & Shea, T.M. (1991). *Behavior management: A practical approach for educators* (5th ed.). Columbus, OH: Merrill.

COURSE REQUIREMENTS

1. Read Walker & Shea, 1991.
2. Read, at minimum:
Bauer and Shea, 1988
Deno, 1985
Kauffman, 1989 (chapters 1 and 2 provide an overview of behavioral disorders.
To be put on reserve and/or duplicated if permission to copy is obtained.)
Kavale, 1982
Kohn, 1989
3. Abstract three articles. Student selection of articles, based on interest, current classroom responsibilities, and professional expectation, is anticipated. The three articles may come from either the readings list or comparable articles from refereed journals. (15%)
4. Complete Pre-Institute reading assignment and classroom problem observation form.
5. Complete class assignments on targeting behavior, demonstration of competence on teacher-usable observation systems, plotting of sample behavioral and academic data, and demonstrate basic ability to analyze sample performance data presented in a graphic format. Also complete a practice (no actual observation or application of interventions) behavior monitoring program for the purpose of improving a selected student behavior or academic task with participant choice as to the nature of the intervention or strategy. The interventions may be selected from the broadest range of techniques featured in the educational and psychological literature for the management of student behavior (15%)
6. Attend class and take an active part in class discussions and workshop activities. (10%)
7. Prepare for daily quizzes on assigned readings. (20%)
8. Complete a comprehensive final examination. (40%)