

Education 380-3
Special Topics: Behaviour Disorders and Classroom Management
(Late Intermediate and Graduation)
(T2.00)
(Cat #13737)

Summer Session, 1993
(August 3-12)
Tuesday through Thursday
8:30 a.m. - 12:20 p.m.
Location: Vancouver

Instructor: J. Paul

PREREQUISITE: EDUC 401/402 and certified practising teacher. Students may take no more than three Tri-University courses toward a degree or diploma.

COURSE DESCRIPTION

An examination of management and educational planning and programming for emotionally disturbed (behavior disordered) children, the role of the teacher, and the establishment of programs.

COURSE OBJECTIVES

- Students will identify various interventions and approaches (behavioral, affective, and social) used with populations of behavioral disordered (BD) children, and explain their conceptual base.
- Students will describe a social - affective program and evaluate its usefulness with BD populations.
- Students will compare and contrast various interventions, and select the most appropriate set of strategies for use with individual BD learners. Students will explain their rationale for their decisions, based on the characteristics of the learner, setting, and task.
- Students will design and implement interventions, as well as record their effectiveness and make modifications.
- Students will discuss the current research literature in terms of effectiveness of specific interventions with BD learners.
- Students will demonstrate the ability to use a variety of crisis management techniques to control negative behavior and redirect learners to appropriate behavior.
- Students will identify and discuss current professional issues in the education of BD learners.
- Students will demonstrate skills in planning and developing a program that facilitates growth in BD learners.

COURSE REQUIREMENTS

<u>Session</u>	<u>Course Overview</u>
1	<u>Characteristics and Identification</u> <u>Assessment for Intervention Plan</u> Read: "The Behavior Management Handbook," chapters 1-5.
2	Methods: <u>Assertive Discipline, Ten-step Approach, 10-R Technique</u> Read: "The Behavior Management Handbook," chapters 6-8.
3	Methods: <u>Shaping, Contracting, Token Economics, DRO, Levels Systems</u> Read: "The Behavior Management Handbook," chapters 9-12.

(please turn over)

- 4 Methods: Teaching Strategies
Peer Approaches
Read: "The Behavior Management Handbook," chapters 13-15.
- 5 Methods: Counseling Approaches
Read: "The Behavior Management Handbook," chapters 16-21.
- 6 Methods/Materials: Social-Affective Programs
Read: "The behavior Management Handbook," chapter 22.
- 7 Issue: Legal/Ethical Concerns and Cultural Pluralism
Read: "The Behavior Management Handbook," chapters 23 & 27.
- 8 Issue: Mainstreaming
Read: "The Behavior Management Handbook," chapter 24
- 9 Issue: Teacher Burnout and Home-School Relationships
Read: "The Behavior Management Handbook," chapters 25-26.

GRADING

A final exam will cover the objectives of the course.

University grading guidelines, as described in the calendar, will be used to determine grades.

REQUIRED PRE-READING

A package of pre-readings will be sent to students prior to the beginning of classes. Students will be charged for the cost of course materials. Payment will be collected at the first class.