



Department of Foundations and Social Advocacy

**FSA 620 Discipline and Social Skill Development**  
Spring 2015

**Course Information**

**Professor:** Maria Timberlake

**Phone:** (607) 753-5937

**Email:** [maria.timberlake@cortland.edu](mailto:maria.timberlake@cortland.edu)

Course meets Mondays 4:20 – 6:50 p.m. Rm. 139 Van Hoesen

My office hours are Tues. & Thurs 2-4 p.m. 1227 Cornish, and Mondays after class at 7:00 p.m.

Although you are welcome to drop by during office hours, email me if you would like to set up an appointment at a more convenient time.

**Required Reading**

Bailey, B. (2001). *Conscious Discipline 7 basic skills for brain smart classroom management*. Oviedo, FL: Loving Guidance, Inc.

Greene, R. (2014). *Lost at school Why our kids with behavioral challenges are falling through the cracks and how we can help them*. Revised Edition. New York, NY: Scribner.

**Additional readings will be provided by the professor and posted on Blackboard**

**Course Description**

This course will provide instruction on educational terminology, assessment and diagnoses, research-based theory and application strategies for classroom management, discipline and social skill development for students with disabilities, especially individuals with behavioral and/or emotional challenges. Students will learn how to identify appropriate prevention and intervention strategies, including functional analysis, applied behavioral analysis, positive behavioral supports and other research-based approaches. In addition, students will learn how to apply these models, using research-supported strategies and practices. Students will learn the legal protections afforded students presenting emotional/behavioral characteristics.

**Course Goal**

At the conclusion of FSA 620 you will be a confident, kind and capable resource for children, families, educators, and school administrators on positive response and support for challenging behavior.

**Course Objectives**

Course participants will:

1. Analyze features of the federal definition of Emotional/Behavioral Disturbance (IDEIA 2007) and critique the notion of “behavior disorders” based on outcomes for students who receive special education services based on this category. (CF 2,7,8; CEC 1,3,8)
2. Characterize the differences between various research-based theoretical models that describe how teachers respond to challenging student behavior, including a behaviorist model, psychodynamic model, environmental model, and constructivist model, and analyze several case studies using the various models above. (CF 2,3,5; CEC 1,8,9)
3. Conduct an appropriate functional behavior analysis, and implement and evaluate a behavior intervention plan for a specified student whose behavior is sufficiently concerning to warrant such intervention. (CF 2,5,10,12; CEC 3,4,5,6,7,8,9,10)
4. Increase repertoire of teaching approaches that support positive social engagement and interaction among students with and without disabilities. (CF 3,4,5,10,11,12; CEC 3,4,5,6,7,8,9,10)
5. Articulate a personal teaching philosophy as it relates to social interactions between students and between students and teachers. (CF 2,7,9,11; CEC 1,5,9,10)

## Course Policies

### Attendance

Regular class attendance is expected and part of your course grade. Life can be complicated (!) and I understand you may need to miss a class but if you have excessive absences or tardiness, your final grade will be lowered according to university policy. Please discuss any extenuating circumstances with me, and for more information, see SUNY Cortland College Handbook Sec 410.12. If you miss a class, please obtain the material you missed from classmates before contacting me. I will then build on and clarify what you gather from your peers. For example,

**Don't say:** “I wasn't here last week, what did I miss?”

**Try:** “I understand we did \_\_\_ and \_\_\_ and I have the notes. Could you explain a little more to me about \_\_\_.”

### Professionalism

My expectations for graduate students include:

- Ask questions and make comments that demonstrate reflection & critical thinking
- Demonstrate focused listening to whomever is speaking, (rather than talking, texting or working on other things)
- Edit and proofread your writing. Your written work reflects your knowledge of the subject, your ability to analyze multiple points of view and your ability to communicate your ideas to others.
- Step out in the hall to make and receive calls and texts if necessary.

### Academic Integrity

*“The college is an academic community that values academic integrity and takes seriously its responsibility for upholding academic honesty. All members of the academic community have an obligation to uphold high intellectual and ethical standards.”* (SUNY Cortland College Handbook, Chapter 340.

Everything you submit in an assignment should be your own work, and not material you have taken in large part from another source. Using the ideas of others without giving them credit is plagiarism – even if you do not copy verbatim. If you use material from a specific author, whether or not you quote that person exactly, add a citation. Quote only small passages that make a point particularly well, and make sure that you understand the rules for punctuating quotations. If in doubt, don't do it (or ask)! Plagiarism (unconscious or deliberate) is against the academic and ethical standards of the college. I repeat, if you find yourself questioning whether there is a need to cite a source, cite it and then ask so you can learn more about academic writing.

### **Disability Supports and Services**

SUNY Cortland is committed to upholding and maintaining all aspects of the federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If you are a student with a disability and wish to request accommodations, please contact the Student Disability Services Office located in B-1, Van Hoesen Hall or call 753-2066.

Even if the above does not apply to you, please let me know if you have any difficulty accessing class instruction or participating in the course content.

### **Assignments and Grading:**

Our progression through the semester will reflect the cognitive domains outlined in Bloom's taxonomy. The first 1/3 of the course is reading intensive, and class sessions are designed for the knowledge and comprehension level. By the middle of the semester we are applying the information and analyzing the implications of different behavioral philosophies and interventions. The final assignments require creating/constructing and are designed for the level of synthesis.

1. ***Course participation and classroom community*** (up to 15 pts.)  
Evaluated by your contributions in small group activities, large group responses, online discussions, and overall professionalism. Includes planning and facilitating one class discussion of an assigned chapter. The readings for this class are excellent, they will expose you to significant ideas and make you a better teacher – but - only if you read them deeply and thoughtfully.
2. ***Reflective Essay about Behavioral Response & Support*** (25 pts).  
Writing is one way you develop, refine and articulate your theoretical orientation to behavior support. Quality of writing as well as quality of ideas is important. **due 3/02/15**

**3. FBA-BIP**

(P/F only)

The acronyms stand for “Functional Behavior Assessment” and “Behavior Intervention Plan.” Writing such plans is a common way that professionals respond to individual students when their behavior at school is especially challenging. The way such plans are written helps determine how helpful they are for students. **due 3/30/15**

- This assignment is **Pass/Fail**, the only grades possible are pass 10 pts. or fail 0 pts.

**4. Friendships and Social Circles Project**

(20 pts).

Develop plans, materials and/or activities to support positive social interaction at school. This project is an opportunity for you to do something you can use in a real-life teaching situation to improve the climate or culture where you work. This project is based on the fact that a positive and healthy culture in a school or classroom does not happen by accident, but is the result of teachers’ ongoing reflection and effort. **due 4/13/15**

**5. Final project - Case Study Analysis.**

(30 pts.)

You will be assigned to a case study from Danforth & Boyle (2007) Cases in Behavior Management. In class, present the essential information from the case, and explain a positive approach you would use, based on best practices. You should consider using media and providing a handout for the class. Develop and submit a Functional Behavioral Analysis (FBA) and a Behavior Intervention Plan (BIP) designed for your student of concern.

**In-class Presentations held 4/27/15 and 5/4/15  
All materials handed in 5/4/13 (Analysis)**

**Evaluation of Student Performance**

Students are expected to be active participants in all aspects of the course and will be evaluated on their participation and completion of all course requirements.

<b>Grade Points</b>	<b>Letter Grade</b>	<b>Description</b>
99-100	A+	Superior
94-98	A	
90-93	A-	
88-89	B+	Good
84-87	B	
80-83	B-	
78-79	C+	Barely Acceptable Performance (you can do better)
74-77	C	
70-73	C-	
68-69	D+	Minimally Acceptable Performance (not really)
65-67	D	
Below 65% (Below 130 Points)	E	Unacceptable Performance Course Failure

## Course Schedule

★ Each semester brings a new mixture of participants with varying experiences and prior knowledge. Therefore, the order of readings and topics may be altered slightly during the semester. All changes will be discussed and agreed upon in class.

### 1/26/15 Week 1

Introductions & Course overview; Why these books?  
Baseline data: What is “behavior?” What are the most popular default behavior strategies?  
Pre-assessment. (Mrs. Piggernathy)

**For next week:** Read Greene ch. 1

### 2/2/15 Week 2

IDEA, PBIS and the legal issues around behavior and schools  
“Kids do well if they can” Chapter discussions Greene  
Baily Introduction p.11-22

**For next week:** Read Greene ch. 2

### 2/9/15 Week 3

*Lagging skills and unsolved problems* - Greene chapter discussions  
Planning for CD night  
Composure, “when a student is at their worst you have to be at your best”.

**For next week:** Greene ch 3

### \*2/16/15 Week 4

**Online discussion (BB)**

**For next week:** Prep for CD night

### 2/23/14 Week 5

Conscious Discipline Night!  
Presenting overview of chapters 2-4, increasing your repertoire of strategies  
**For next week:** write a one page plan for applying ideas from ch 2-4 presentation,  
Read Greene ch 4

### 3/02/15 Week 6

CD night pt 2 chapters 5-7

**For next week:** 1 write a one page plan for applying ideas from ch 5-7 presentations; read Bribes and Threats, ch 3 pp 22-36 in Kohn, A. (2006) *Beyond Discipline*.

### 3/9/15 Week 7

Introduction to FBA – who what when where and how  
BIP

Re-visit Mrs. Piggernathy – analyze anew - what would you change?

**For next week:** Read Understanding ABA ch. 2 pp13-22 in Leach, D. (2010). *Bringing ABA into your inclusive classroom*, & Greene ch 5 & 6

### **3/16/14 SUNY Cortland break**

### **3/23/14 Week 8**

Interventions pt 1 PBIS tier 2 and ABA

**For next week:** Read & respond to Punishment Lite, Consequences and Pseudochoice ch 4 p. 37-53 in Kohn, A. *Beyond Discipline* & Greene ch 7 & 8

### **3/30/14 Week 9**

Interventions pt 2 F.T.A B.E.S.T.

**For next week:** Read *Learning to Listen* ch 1 p. 1-30 in Lovett, H. (1996). *Learning to Listen*.

### **4/06/14 Week 10**

Refining your philosophy, Listening well and interpreting the messages in behavior; developing a good theory about what a behavior means, testing your theory; choosing what to do before and after. Sensory, social and communication issues.

**For next week:** Read excerpt from Tashie, C., Shapiro-Barnard, S. & Rosetti, Z. (2006). *Seeing the charade: what we need to do and undo to make friendships happen*.

### **4/13/14 Week 11**

Social skills, relationships and friendships

### **4/20/15 Week 12**

\*online class session – BB discussion/case study prep  
Re-visit Mrs. Piggernathy – anything to add?  
Greene ch 9.

### **4/27/14 Week 13**

Case study presentations

### **5/04/14 Week 14**

Case study presentations  
Course evaluations  
Final papers due  
Wrap up, Closing & Celebration