Instructor

Dr. Kristen Ashworth
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ashworthke@cofc.edu

Office: 86 Wentworth Street, #326
Office hours: Tues. 12:00-3:00, Wed. 1:00-3:00, and by appointment

Class Time and Location

Wednesdays, 4:00-6:45, ECTR 214

Course Description

This course is a study of a variety of management systems with a focus on specific techniques and their application in the classroom.

Course Materials

Required textbook:


Additional readings (some are available on OAKS course page):


[www.pbis.org](http://www.pbis.org) selected sections
## Objectives

Upon successful completion of this course, students should be able to:

<table>
<thead>
<tr>
<th></th>
<th>School of Education Standards</th>
<th>CEC Standards</th>
<th>SC EEDA Standards</th>
<th>Safe Schools Climate Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>State and explain the components of classroom management applied to groups</td>
<td>II, III</td>
<td>1</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Select and apply appropriate individual and group management techniques based on behavioral, cognitive, and humanistic psychological theories as supported by educational research</td>
<td>I, II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>State, explain, and apply the basic principles of classroom management to specific social and academic situations</td>
<td>II, III, VII</td>
<td>5</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Design, implement, and revise as needed a program to enhance or maintain desirable academic and social behaviors of individual students</td>
<td>II, IV</td>
<td>5</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Design a classroom management system for the age and grade level appropriate for the students’ area of concentration</td>
<td>I, II, III</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Communicate benefits of relationships between families and school and then design and use appropriate strategies for the facilitations of communication between teacher and pupil, teacher and family (or primary caregivers), and other significant persons in the pupil's environment</td>
<td>V, VII</td>
<td>6, 10</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Compare and contrast a variety of learning environments and judge the adequacy with which each facilitates independent learning and decision-making skills in students</td>
<td>III, IV</td>
<td>5</td>
<td>✓</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students should be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Description</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Identify laws, rules, regulations, and procedural safeguards in relation to implementations of behavior management systems</td>
<td>VII</td>
</tr>
<tr>
<td>9</td>
<td>State and explain the dimensions of ADEPT that relate to classroom management</td>
<td>II</td>
</tr>
</tbody>
</table>

Course Requirements

1. **Readings**
   The assigned readings for each class are included on the course schedule. Additional readings may be added during the semester. Students are expected to complete these readings prior to class.

2. **Quizzes**  
   I will give six quizzes throughout the semester (10 points each). These will be unannounced and will cover material due for that day’s class. Since one of the purposes of the quizzes is to encourage you to complete the course readings for that day’s class, quizzes cannot be “made up”. Your lowest quiz grade will be dropped.

3. **Classroom Management System**  
   You will design a classroom management system for the age and grade level you plan to teach. This project will be completed in parts and will be carried out over the course of the entire semester.

4. **Classroom Matrix and Expectation Teaching Plan**  
   You will develop a set of classroom expectations and complete the development of a classroom matrix, which clearly communicates behaviors for successful classroom participation. You will develop a set of simple lesson plans for teaching your expected classroom behaviors.

5. **Classroom Procedures**  
   You will create three classroom procedures based on the CHAMPS model and teach one to a small group of classmates (10 points each). The classroom procedures are ones that will assist you in creating and maintaining classroom structure (e.g., taking attendance, bathroom breaks, etc.).

6. **Function Based Behavior Change Project**  
   You will design and implement a behavior change project focused on another person. You will collect data about a specific behavior, determine a preliminary function of the behavior, create a behavior intervention plan based on the principles of reinforcement for one behavior, implement your plan, collect data before and during the implementation, and revise your plan if data indicates a need.
7. Article Outlines  
You will outline four articles on the required reading list (5 points each). Outlines are to be in full sentences and word processed.

8. Attendance and Participation  
You will earn points based on the quality and quantity of your participation. Class attendance is expected behavior.

9. Final Examination  
You will take a comprehensive final exam that focuses on the application of course material.

Total Possible 330 points

Evaluation Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
<th>Point Spread</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>306-330</td>
</tr>
<tr>
<td>B+</td>
<td>88-92</td>
<td>289-305</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>273-288</td>
</tr>
<tr>
<td>C+</td>
<td>78-82</td>
<td>256-272</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
<td>243-255</td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
<td>242 and below</td>
</tr>
</tbody>
</table>

Attendance Policy

Students are expected to attend every class session and will be accountable for all material presented in class. Students should inform the instructor when they must miss class due to medical or serious personal reasons. The instructor may drop a student from the course due to excessive absences.

Special Considerations/Agreements

1. Students should inform the instructor of conflicts with the exam time as soon as possible.

2. Students are expected to turn in assignments at the beginning of the class session during which they are due.

3. The instructor is available during office hours to provide additional assistance. Office hours are not a substitute for class sessions.

4. The instructor will read and respond to emails within 24 hours of receipt. Exception: Emails sent Fridays, Saturdays, and Sundays will be read and answered by Monday evening.

5. Students should use APA format for all written assignments, which can be found in the Publication Manual of the American Psychological Association (6th ed.).

6. The instructor reserves the right to make changes to the syllabus as needed. Students will be notified of changes in writing via email.
Honor Code

Students should abide by the honor code of the College of Charleston, which can be found in the Student Handbook. Copies of this document are available electronically on the College of Charleston website and in print in the Office of Student Affairs.

Students with Disabilities

Students with documented disabilities who require accommodations through Disability Services should inform the instructor as soon as possible.
## Course Calendar (Last update: Jan. 14)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 9</td>
<td>Course overview and review of syllabus Understanding behavior and behaviorism</td>
<td>Ch. 1, Ch. 2</td>
<td></td>
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<tr>
<td>Jan. 16</td>
<td>Responsible use of applied behavior analysis procedures</td>
<td>Ch. 3, Shores et al. (1993)</td>
<td>Shores et al. outline</td>
</tr>
<tr>
<td>Jan. 23</td>
<td>Preparing behavioral objectives</td>
<td>Ch. 1, Ch. 2</td>
<td></td>
</tr>
<tr>
<td>Jan. 30</td>
<td>Data collection</td>
<td>Ch. 4</td>
<td></td>
</tr>
<tr>
<td>Feb. 6</td>
<td>Graphing data Single subject designs</td>
<td>Ch. 5, Ch. 6, Appendix, chartdog.com</td>
<td></td>
</tr>
<tr>
<td>Feb. 13</td>
<td>The importance of function</td>
<td>Ch. 7, pbis.org</td>
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</tr>
<tr>
<td>Feb. 20</td>
<td>PBIS Function-based decision making (stimulus control, rules and procedures)</td>
<td>Ch. 13 (pp. 365-371), CHAMPS modules 1 and 2, pbis.org</td>
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<tr>
<td>Mar. 6</td>
<td></td>
<td><strong>Spring Break – No class</strong></td>
<td></td>
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<tr>
<td>Mar. 13</td>
<td>Arranging consequences that increase behavior</td>
<td>Ch. 8, CHAMPS module 5</td>
<td>Matrix and teaching plan draft</td>
</tr>
<tr>
<td>Mar. 20</td>
<td>Arranging consequences that increase behavior (continued)</td>
<td>Maag (2001)</td>
<td>Maag outline, CHAMPS procedures</td>
</tr>
<tr>
<td>Mar. 27</td>
<td>Arranging consequences that decrease behavior Differential reinforcement: Antecedent control and shaping</td>
<td>Ch. 9, Ch. 10</td>
<td></td>
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<tr>
<td>Apr. 3</td>
<td></td>
<td><strong>CEC Convention – Work on assignments</strong></td>
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<tr>
<td>Apr. 10</td>
<td>Providing for generalization and behavior change Self management</td>
<td>Ch. 11, Ch. 12, Self management outline, Classroom management system</td>
<td></td>
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<tr>
<td>Apr. 17</td>
<td>Sharing behavior change projects Review for final exam</td>
<td>Ch. 13</td>
<td>Behavior change project</td>
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<tr>
<td>Apr. 27 (Sat.)</td>
<td></td>
<td><strong>Final Exam: 4:00-7:00</strong></td>
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</table>
1. **GRADING SCALES: UNDERGRADUATE AND GRADUATE**

<table>
<thead>
<tr>
<th>UNDERGRADUATE GRADING SCALE</th>
<th>GRADUATE GRADING SCALE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Grades</strong></td>
<td><strong>Percentage Range</strong></td>
</tr>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>91-92%</td>
</tr>
<tr>
<td>B+</td>
<td>89-90%</td>
</tr>
<tr>
<td>B</td>
<td>86-88%</td>
</tr>
<tr>
<td>B-</td>
<td>84-85%</td>
</tr>
<tr>
<td>C+</td>
<td>82-83%</td>
</tr>
<tr>
<td>C</td>
<td>79-81%</td>
</tr>
<tr>
<td>C-</td>
<td>77-78%</td>
</tr>
<tr>
<td>D+</td>
<td>75-76%</td>
</tr>
<tr>
<td>D</td>
<td>72-74%</td>
</tr>
<tr>
<td>D-</td>
<td>70-71%</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
</tr>
</tbody>
</table>

- A grade of 76 or below is considered a failing grade for all graduate courses. There are no grades of D in graduate courses.
- There are no minus grades in graduate courses.

2. **PROFESSIONAL BEHAVIORS/DISPOSITIONS:** Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborative and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice
3. **ATTENDANCE:** Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. **MISSED COURSE ASSESSMENTS:** If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook](http://studentaffairs.cofc.edu/honor-system/studenthandbook). Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites: [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html), [https://www.indiana.edu/~istd/example1paraphrasing.html](https://www.indiana.edu/~istd/example1paraphrasing.html), and [http://owl.english.purdue.edu/owl/resource/619/01/](http://owl.english.purdue.edu/owl/resource/619/01/)

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

    Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching. **Students are expected to understand the Elements of Teacher Competency and the EHHP standards as they relate to their preparation to become a teacher leader.**
- ETC1: Understanding and valuing the learner
  - Standard 1: Evidence theoretical and practical understanding of the ways learners develop
- ETC2: Knowing what and how to teach and assess and how to create an environment in which learning occurs
  - Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas
  - Standard III: Evidence a variety of strategies that optimize student learning
  - Standard IV: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning
- ETC3: Understanding ourselves as professionals
  - Standard V: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
  - Standard VI: Communicate effectively with students, parents, colleagues, and the community
  - Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society