

**KEENE STATE COLLEGE
2008-2009 COURSE PROPOSAL FORM**

DATE OF SUBMISSION: 9/22/08

SPONSORING PROGRAM AND CHAIR:

Education Department, Dottie Bauer, Chair, 8-2864, dbauer@keene.edu

PROPOSAL SPONSOR:

Steve Bigaj, 8-2872, sbigaj@keene.edu

PROPOSED ACTION: Underline or boldface proposed changes.

Course Addition	Number Change	Title Change	Credit
Change			
Description Change	Prerequisite Change	Course Deletion	
Course Replacement	Other:		

CURRENT COURSE NUMBER, TITLE and DESCRIPTION:

PROPOSED COURSE NUMBER and/or TITLE:

Abbreviated Course Title, if necessary:

EDUCSP 603 Positive Behavior Supports
2 credits

PROPOSED COURSE DESCRIPTION:

Prepares students to carry out a variety of behavior change support strategies in educational settings K-12. Emphasis is on the development of positive, problem-solving approach, positive behavior interventions and strategies for classroom management. It provides theoretical foundations and practical applications for preventing behavior problems, and for intervening when problems occur.
Prerequisite: EDUCSP 601, 602; Summer

LEARNING OUTCOMES:

1. Demonstrate an understanding of the procedures to increase individuals with exceptional learning needs self-awareness, self-management, self-control, self-reliance, and self-esteem
2. Knowledge of basic classroom management theories and strategies for individuals with exceptional learning needs.
3. Understand teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
4. Demonstrate knowledge of how to modify the learning environment to manage behaviors
5. Knowledge of how to use effective and varied behavior management strategies.
6. Understanding of how to use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
7. Create systems for working with students with social, emotional, and behavioral challenges
8. Knowledge of how to respond to students in ways that communicate expectations, support, redirect attention, hold them accountable, and/or engage them in problem solving
9. Knowledge of and ability to conduct several types of behavioral observations
10. Knowledge and ability to interpret behavioral screening tools (i.e. Achenbach checklists, Behavioral and Emotional Rating Scale).
11. Understanding of and ability to assess key environmental variables that affect behavior.
12. Knowledge of and ability to use common functional assessment tools.
13. Conduct observations in order to look at behavior as a function of classroom events and conditions.
14. Evaluate students' behaviors by examining indicators of "need" and by hypothesizing and confirming their intentions
15. Select goals for increasing student effectiveness in the classroom and structure corresponding instructional and intervention/support strategies (representing multiple theoretical perspectives) to address challenging behaviors
16. Judge the appropriateness of interventions/supports designed to address challenging behaviors
17. Design instructional activities to teach appropriate or effective social, intra-personal, interpersonal, and independent skills
18. identify strategies to support students' development of self-esteem, responsibility, mediation and conflict resolution skills

RATIONALE:

This is a new course in the M.Ed. Special Education certification option. The focus will be on developing positive behavior supports, an important initiative in the field of special education. The course is necessary to adequately address professional standards in special education. Previously in the PB SPED certification program, social and behavioral issues were addressed during the internship experience. This did not provide enough time for candidates to learn the background knowledge to address behavior issues during the internship experience. This 2-credit course will be targeted at developing the necessary background knowledge necessary for candidates to advance behavior management skills during the applied internship experience. Thus, this 2-credit course will emphasize the knowledge standards related to designing positive behavior supports and apply these skills during the internship experience. In the previous PB SPED program the knowledge and skill components were all taught during the internship. Since we needed to target the prerequisite knowledge in this course, it was only necessary to allocate 2 credits rather than three credits, thereby, limiting the summer credit load for students.

RESOURCES: Program faculty or adjunct faculty will teach this course in the summer.

ADVISORY OPINIONS:

Secondary Education Programs