

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: EEX 1600

COURSE TITLE: Behavior Management

PREREQUISITE(S): None

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 24

CATALOG COURSE DESCRIPTION:

This course introduces theories of behavior management and methods for observing and recording behavior. Emphasis is placed on acquisition of self-management skills in the learning environment. Principles of classroom management and intervention strategies will be addressed. Some field experience is required.

SUGGESTED TEXT(S):

Behavior Management: Applications for Teachers and Parents, by Thomas J. Zirpoli, Kristine J. Melloy (Contributor). Textbook Binding - 513 pages, 2nd edition (June 7, 1996). Prentice Hall; ISBN: 0135205379.

Functional Assessment and Program Development for Problem Behavior:

SUGGESTED TEXT(S) CONTINUED:

A Practical Handbook by Robert E. O'Neill, Robert H. Horner, Richard W. Albin, je Sprague Paperback, 2nd edition (November 1996) Brooks/Cole Pub Co; ISBN: 0534260225.

IMPLEMENTATION DATE:

Fall Term, 2000

REVIEW OR MODIFICATION DATE:

Fall Term, 2002 (20031)

Fall Term, 2008 (20091) - Outline Review 2007

COURSE TOPICS	<u>CONTACT HOURS PER TOPIC</u>
I. Theories of Behavior Management:	6
A. Behavior Modification	
B. Discipline vs Punishment	
C. Surface Management	
D. Intervention	
E. Preventive measures	
II. Defining, Measuring and Recording:	9
A. Behavioral Objectives	
B. Observing and Recording	
C. Technology	
D. Internal vs External Control	
E. Token Economies	
F. Assessment Instruments	
III. Self- Management and Generalization of Skills:	3
A. Generalization and Maintenance of Behavior	
B. Student Self-management of Behavior	
IV. Motivation:	3
A. Techniques for Improving Student Motivation	
B. Motivational Concepts	
V. Principles of Classroom Management:	6
A. Management Principles	
1. Premack Principle	
2. Glasers' Control Theory	
B. Behavioral Contracts	
1. Commercial Programs	
2. Assertive Discipline	
VI. Intervention Strategies:	12
A. Teacher Effectiveness Training	
B. Transactional Analysis	
C. Group Counseling Techniques	
D. Potential Limitation by Handicapping Condition	
E. Crisis Techniques	
F. Verbal Does	
G. Crisis Counseling	
H. Level Systems	

COURSE TOPICS (CONTINUED)

CONTACT HOURS
PER TOPIC

VII. Behavior Plans:	3
A. Essential Components of Individualized Plan	
B. Coordinate Between Home, School, and Community	
C. Importance of Communication Between the Three Agencies	
VIII. Legal Issues: Laws Governing Suspension	3



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

Section 1	
COURSE PREFIX AND NUMBER: <u>EEX 1600</u>	SEMESTER CREDIT HOURS (CC): <u>3</u> CONTACT HOURS (NCC): _____
COURSE TITLE: <u>Behavior Management</u>	

Section 2
TYPE OF COURSE: (Click on the box to check all that apply)
<input checked="" type="checkbox"/> AA Elective <input type="checkbox"/> AS Required Professional Course <input type="checkbox"/> College Prep <input type="checkbox"/> AS Professional Elective <input type="checkbox"/> AAS Required Professional Course <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Other _____ <input type="checkbox"/> PSAV <input type="checkbox"/> Apprenticeship <input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)

Section 3 (If applicable)
INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:
<input type="checkbox"/> Communications <input type="checkbox"/> Social & Behavioral Sciences <input type="checkbox"/> Mathematics <input type="checkbox"/> Natural Sciences <input type="checkbox"/> Humanities

Section 4
INTELLECTUAL COMPETENCIES:
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Critical Analysis <input type="checkbox"/> Quantitative Skills <input type="checkbox"/> Scientific Method of Inquiry <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Listening <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Ethical Judgment <input checked="" type="checkbox"/> Working Collaboratively

Section 5	LEARNING OUTCOMES	METHOD OF ASSESSMENT
•	Students will demonstrate grammatical and format proficiency in both oral and written activities addressing theories of behavior management and methods for observing and recording behavior	Students will be assessed through use of rubrics defining the standards for oral presentations and short papers
•	Students will demonstrate problem solving abilities and creative/critical thinking skills by integrating theories and principles of behavior management with intervention strategies to improve teacher effectiveness when working with exceptional students	Students will be assessed through lesson plans, group projects and presentations on curricular and teaching strategy implementation
•	Students will demonstrate proficiency in developing activities related to defining, measuring and recording behavior; self-management, increasing motivation	Students will be assessed through rubrics defining the standards for comprehensive portfolios, final projects or group presentations demonstrating successful behavior management plans
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Section 6
Name of Person Completing This Form: <u>Carole Byrd</u> Date: <u>11/16/2007</u>