

## **Course Information - PRDV.72425C0A**

Course Title:           **The Impact of Disabilities on Behavior**

Credits :                1

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### **Course Description**

In today's formal and informal educational programs, children's behavior is an important component of their social and academic experience. This course will explore the interaction between learning issues, behaviors and performance. Just as students' behavior impacts their learning, so too do their special learning needs impact their behaviors. We will examine strategies to help understand student behaviors and to promote acceptance and improve their social skills.

### **Course Objectives**

1. Participants will be able to explain how specific special needs impact academic and social behavior.
2. Participants will be able to explain what children are telling us through their behavior.
3. Participants will be able to apply strategies that can help us understand behaviors in order to help learners meet success in academic settings.
4. Participants will be able to identify strategies that teachers can use to increase desirable behaviors or to decrease undesirable behaviors.
5. Participants will be able to determine what teachers can do to promote social acceptance and develop positive socialization skills in their students.

### **Course Expectations**

Students will need access to high speed internet and a comfort in navigating Blackboard.

Students are expected to complete required readings and participate thoughtfully in the accompanying discussion boards each week.

### **Course Requirements**

#### **Discussion Board:**

Questions posted on the discussion board will enable us to learn together. All questions are to be answered during the week of the unit. In addition, you will need to respond to at least one of your classmates' responses each week.

#### **Analysis of Three Articles**

You will read, summarize and analyze three articles that relate to ONE of the issues we are examining. Do not use Wikipedia, but the articles can be found online or in a professional journal. Use this assignment as an opportunity to focus on one area we have examined and to surf the web and libraries so you know where to obtain information related to these issues after class ends.

### **Final Project:**

Select one of the following projects that will provide you with the opportunity to apply the concepts we have been studying.

1. Write a lesson plan that develops positive socialization skills.
2. Write a behavior contract for a specific child. Be sure to include a brief description of the child (without any identifying names) and the behavior you are trying to change.
3. Complete a Functional Behavioral Analysis on a child that you observe exhibiting inappropriate behavior.

### **Grading:**

Discussion Board	30%	Due weekly
Analysis of three articles	30%	Due by the end of week 3
Final Project	40%	Due on completion of class

## **Course Outline**

**\* All readings will be available as either links or PDF's in Blackboard.**

### **Week 1**

This week we will consider the relationship between academic and social behavior and the impact of special needs on these behaviors. The focus will be on the connections between AD/HD and executive function disorder as well as learning disabilities and social/emotional challenges.

Optional Readings will be provided for students who need to review the specifics of each disability.

#### Required Readings:

Barkley, Russell A. "Classroom Accommodations for Children with ADHD." *The ADHD Report* 16.4 (2008): 7-10. Print.

Dendy, Chris. "Executive Function and School Success." N.p., n.d. Web.

Goreman, Jean. "| LD OnLine." / *LD OnLine*. N.p., n.d. Web. 18 Mar. 2014.

Hevesi, Dennis. "Learning Disabled For A Day." *The New York Times* 1991: n. pag. Print.

## Week 2

This week we will focus on identifying behavior problems in students and understanding the underlying cause for the behavior. We will explore what we know about how students with behavior and learning difficulties feel about themselves and are perceived by others.

### Required Readings – 2 articles describing Functional Behavioral Analysis

"New Mexico Public Education Department Technical Assistance Manual: Addressing Student Behavior." N.p., n.d. Web.

"Functional Behavioral Assessment." The University of Arizona, College of Education, 2005. Web.

## Week 3

This week we will look at strategies that teachers can use to increase desirable behaviors or to decrease undesirable behaviors. We will examine the use of consequences, reinforcement, and management systems.

### Required Reading

Vaughn, Sharon. "Promoting Social Acceptance and Managing Behavior." *Strategies for Teaching Students with Learning and Behavior Problems*. N.p.: Pearson, 2009. N. pag. Print. (pages 85-107)

## Week 4

This week we will continue our study of how teachers can influence students' behavior by focusing on what teachers can do to promote social acceptance and develop positive socialization skills in their students.

### Required Reading

Lavoie, Rick. "Helping the Socially Isolated Child Make Friends." N.p., 2009. Web.

Vaughn, Sharon. "Promoting Social Acceptance and Managing Behavior." *Strategies for Teaching Students with Learning and Behavior Problems..* N.p.: Pearson, 2009. N. pag. Print. (pages 137-143)

## MA Curriculum Frameworks

### PreK–12 STANDARD 5: Mental Health

Students will acquire knowledge about emotions and physical health, the management of emotions, personality and character development, and social awareness; and will learn skills to promote self-acceptance, make decisions, and cope with stress, including suicide prevention

GRADE LEVEL	LEARNING STANDARDS
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By the end of grade 5	<p><b>Through the study of Feelings and Emotions students will</b></p> <p>5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings</p> <p>5.2: Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being</p> <p><b>Through the study of Decision Making students will</b></p> <p>5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept</p>
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## Grading Criteria

The rubrics and grading criteria for the discussion boards, and two projects are as follows:

### Discussion Boards

*Each week, your postings to the Discussion boards will be evaluated by the following criteria for a total of 30 points:*

#### Exemplary- 7.5 points

- ⤴ Postings are thoughtful, reflective and relevant to the questions posted
- ⤴ Postings show a strong understanding of the material and refer to specific connections made to personal teaching experiences
- ⤴ Comments on classmates' thoughts are posted on time and add to a meaningful discussion

#### Satisfactory- 4 points

- ⤴ Postings are relevant to the questions posted
- ⤴ Postings reflect an understanding of the material but are general and do not make connections to individual teaching experiences
- ⤴ Postings were not completed on time

#### Unsatisfactory – 0 points

- ⤴ Postings are not relevant to the questions posted
- ⤴ Postings are not complete or missing
- ⤴ Postings do not demonstrate an understanding of the material

## Analysis of Three Articles

You will read, summarize and analyze three articles that relate to ONE of the issues we are examining. Do not use Wikipedia, but the articles can be found online or in a professional journal. Use this assignment as an opportunity to focus on one area we are examining and to surf the web and libraries so you know where to obtain information related to these issues after class ends. These articles can be the basis of research for your final project.

The grading will be as follows:

	<b>Meets Expectations</b>	<b>Partially Meets Expectations</b>	<b>Does Not Meet Expectations (0 points)</b>	<b>Comments</b>
<b>Article Selection</b>	All 3 articles are relevant and each article contributes new information to the topic being studied <b>(7 points)</b>	1 or 2 of the articles are relevant and contribute new information to the topic being studied <b>(4 points)</b>	None of the articles are relevant	
<b>Summary</b>	All 3 summaries are concise and highlight relevant ideas <b>(7 points)</b>	1 or 2 of the summaries are concise and highlight relevant ideas <b>(4 points)</b>	Summaries are not included	
<b>Discussion</b>	Discussion synthesizes all three articles, and clearly states your thoughts and learning <b>(9 points)</b>	Discussion synthesizes 1 or 2 of the articles and/or your thoughts and learning need to be more clearly articulated <b>(6 points)</b>	Discussion does not synthesize the articles and your thoughts and learning are not included	
<b>Quality of Written Work and Bibliography</b>	Writing meets professional standards or writing All 3 sources are cited accurately and completely <b>(7 points)</b>	Writing contains some errors 1 or 2 sources are cited accurately and completely <b>(4 points)</b>	Quality or writing interferes with the comprehension of the work bibliography not included	

## Final Project

Select *one* of the following projects that will provide you with the opportunity to apply the concepts we have been studying. **This project is due two days after the class ends and is worth 40 points.**

- ⤴ Complete a Functional Behavioral Analysis on a child that you observe exhibiting inappropriate behavior.
- ⤴ Write a behavior contract for a specific child. Be sure to include a brief description of the child (without any identifying names) and the behavior you are trying to change.
- ⤴ Write a lesson plan that develops positive socialization skills.

The specifics and grading for each project is as follows:

### 1. FBA

- a. Provide a description and background on the child you will be observing. Without using the child's real name, include all relevant information such as age, gender, family, any known diagnosis, strengths and weaknesses and a description of the concerning behavior(s). (10 points)
- b. Choose one method of a functional behavioral analysis and implement it after observing the child. (10 points)
- c. Explain why you selected the method you did and analyze what you have learned. Include any follow-up questions you would want to ask and any suggestions you have moving forward. (15 points)
- d. Please make sure that your writing is of professional standards and free from error. (5 points)

### 2. Behavior Contract

- a. Provide a description and background on the child you will be observing. Without using the child's real name, include all relevant information such as age, gender, family, any known diagnosis, strengths and weaknesses and a description of the concerning behavior(s). (10 points)
- b. Create a behavior plan / contract that you think would help change this child's behavior. Include all necessary information- please specific. (15 points)
- c. Explain why you created the plan you did and why you think it would be successful. Discuss what changes you as the teacher might implement in terms of physical space, class-wide incentives and positive reinforcers in addition to the behavior contract to help this child achieve success. (10 points)

- d. Please make sure that your writing is of professional standards and free from error. (5 points)

### 3. Lesson Plan

a. Select a social skill that you feel is important for children to develop. Explain why this is a skill classroom teachers should address and the implications for learning. Provide an example of how a deficit in this area could impact a child's school experience. (15 points)

b. Write a lesson plan that would address this social skill. (15 points)

Your lesson plan must include:

*the grade level*

*a goal* (the broad category being explored)

*at least one objective* (what specifically are you expecting the student(s) to learn

*Assessment* (how will you know what they've learned )

*Detailed procedures* (a step by step plan that includes enough information for someone else to teach your lesson)

*Accommodations* (if you are writing this for a specific group, please identify which children would need accommodations and what they are in order to achieve success)

If you are able to teach this lesson, please include a reflection of how it went.

c. Please make sure that your writing is of professional standards and free from error. (5 points)

d. Include all resources used in planning this lesson (5 points)