

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 623

PRINCIPLES OF BEHAVIOR MANAGEMENT

COURSE DESCRIPTION

An examination of the principles of behavior management as applied to children and youth in the classroom setting. Positive approaches for dealing with behavior problems are emphasized. Contemporary research in the area is analyzed and discussed.

RATIONALE

Difficulty with classroom management is the number one reason given by teachers leaving the classroom for other careers. An understanding of behavior management serves as a foundation for classroom success with special education and general education students.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. RECOMMENDED RESOURCE

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office
- E. Webcam or another recording device

V. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the candidate will be able to:

- A. Become acquainted with the conceptual and Biblical basis of behavior management.

- B. Develop behavior management strategies for students who require individual behavior support.
- C. Research current professional literature on behavior management.
- D. Complete field experiences in virtual and classroom settings.

VI. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist
 After reading the Course Syllabus and [Candidate Expectations](#), the candidate will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (6)
 Discussion boards are collaborative learning experiences. Therefore, the candidate is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 300 words, include at least 2 scholarly citations and 1 scriptural reference in current APA format, and demonstrate course-related knowledge. In addition to the thread, the candidate is required to reply to 2 classmates' threads. Each reply must be at least 150 words. (MLO: A, B, C)
- D. SimSchool Enrollment Verification
 The candidate will register for SimSchool and provide a screenshot to document the completion of the enrollment process. (MLO: D)
- E. Functional Behavior Assessment/Behavior Intervention Plan Assignment
 The candidate will complete the FBA Interview and create a Behavior Intervention Plan based on the information provided in a simulated student scenario. (MLO: B, C)
- F. Lesson Plan or Behavior Resource List
 Lesson Plan – MAT candidates will use the provided template to create a lesson plan for a 15–20-minute mini-lesson. (MLO: C)
 Behavior Resource List – M.Ed, Ed.S, and Ed.D candidates will create an annotated bibliography containing 20 beneficial resources related to a classroom or behavior management topic. Each annotation must consist of at least 5 sentences. Resources may include websites, texts, scholarly research articles, etc. (MLO: C)
- G. SIM School Report
 The candidate will provide a report of the hours completed during SimSchool Virtual field experience. (MLO: D)

H. Field Experience Observation

The candidate will be required to observe 1 student in a classroom setting for 2 hours. During this observation, the candidate will record all of the behaviors displayed by the student and complete an ABC Chart. The candidate will create a comprehensive list of specific behaviors and write a detailed 400–500-word summary of the observation. (MLO: D)

I. Lesson Plan Presentation or Resource Presentation

Lesson Presentation –The MAT candidate will film himself/herself as he/she presents a simulation of the lesson plan completed in Module/Week 4. The candidate will present the lesson as though he/she is teaching the grade level specified in the lesson plan. The mini-lesson presentation must not exceed 20 minutes. (MLO: C)

Resource Presentation – The M.Ed, Ed.S, or Ed.D. candidate will film himself/herself as he/she presents a professional development session PowerPoint on the classroom or behavior management topic identified in the annotated bibliography submitted in Module/Week 4. The presentation must include some of the resources listed in the annotated bibliography and must not exceed 15 minutes. (MLO: C)

J. Philosophy of Behavior Management

The candidate will share his or her philosophy of individual behavior management and a description of legal procedures that must be followed when working with students with exceptional learning needs. (MLO: A, B, C)

K. Dispositions Assignment

The candidate will complete this reflective assignment to address the LU School of Education conceptual framework and SCRIP mnemonic. The candidate will answer a series of questions regarding his/her overall performance as it relates to social responsibility, commitment, reflective practice, integrity, and professionalism. (MLO: A)

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 40 pts ea)	240
SIM School Verification	20
FBA/BIP Assignment	200
Lesson Plan OR Behavior Resource List	100
SIM School Report	100
Field Experience Observation	100
Lesson OR Resource Presentation	100
Philosophy of Behavior Management	120
Dispositions Assignment	20
Total	1010

- B. Scale
 A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859
 C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739
 D- = 680–699 F = 0–679
- C. LiveText Submission Policy
 All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.
- D. Disability Assistance
 Candidates with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.
 If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty’s [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

VIII. VDOE REGULATION COMPLIANCE

VDOE Competency	Course Evidence
<p>8VAC20-543-90 2. Curriculum and instruction. a. Early/primary education preK-3 or elementary education preK-6 curriculum and instruction. (6) Early childhood educators must understand the role of families in child development and in relation to teaching educational skills.</p>	<p>Reading: Maag chs. 12 and 14 Assignment: Discussion Boards Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-90 3. Classroom and behavior management. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment. This area shall address diverse approaches based upon</p>	<p>Reading: Maag chs. 2, 9, and 10 Assignment: Discussion Boards Assignment: FBA/BIP assignment Assignment: Philosophy of Behavior Management assignment</p>

<p>culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and development of self-discipline. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and students' ages must be understood and demonstrated in techniques used in the classroom.</p>	
<p>8VAC20-543-120 The program in elementary education preK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences, such as history, government, geography, and economics, or science and demonstrated the following competencies: 1. Methods. f. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline promote self-regulation, and maintain a positive learning environment;</p>	<p>Reading: Maag ch. 12 Assignment: Discussion Boards Assignment: FBA/BIP assignment Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-120 The program in elementary education preK-6 may require that the candidate has completed an undergraduate major in interdisciplinary studies (focusing on the areas of English, mathematics, history and social sciences, and science) or in Virginia's core academic areas of English, mathematics, history and social sciences, such as history, government, geography, and economics, or science and demonstrated the following competencies: 1. Methods.</p>	<p>Reading: Maag chs. 3 and 4 Assignment: Lesson Plan</p>

<p>g. The ability to modify and manage learning environments and experiences to meet the individual needs of children, including children with disabilities, gifted children, children who are English learners, and children with diverse cultural needs;</p>	
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies: 1. Methods. e. The ability to utilize effective classroom and behavior management skills through methods that build responsibility and self-discipline and maintain a positive learning environment;</p>	<p>Reading: Maag ch. 8 Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-130 The program in middle education 6-8 with at least one area of academic preparation shall ensure that the candidate has demonstrated the following competencies: 1. Methods. f. The ability to modify and manage learning environments and experiences to meet the individual needs of preadolescents, including children with disabilities, gifted children, and children who are English learners;</p>	<p>Reading: Maag chs. 2 and 3 Assignment: Lesson Plan</p>
<p>8VAC20-543-140 5. Classroom and behavior management. a. Skills in this area shall contribute to an understanding of and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.</p>	<p>Reading: Maag chs. 9 and 10 Assignment: Discussion Boards Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-140 5. Classroom and behavior management b. This area shall address diverse approaches based upon culturally</p>	<p>Reading: Maag ch. 3 Assignment: Discussion Boards Assignment: Philosophy of Behavior Management assignment</p>

<p>responsive behavioral, cognitive, affective, social, and ecological theory and practice.</p>	
<p>8VAC20-543-140 5. Classroom and behavior management c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills, and self-discipline.</p>	<p>Reading: Maag ch. 14 Assignment: Discussion Boards Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-140 5. Classroom and behavior management d. Knowledge and an understanding of various school crisis management and safety plans and the ability to create a safe, orderly classroom environment must be included. The link between classroom management and the students' ages must be understood and demonstrated in techniques used in the classroom.</p>	<p>Reading: Maag ch. 8 Assignment: Discussion Boards Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-460 A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies: 3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Reading: Maag chs. 9, 10, and 11 Assignment: Discussion Boards Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-460</p>	<p>Reading: Maag ch. 3</p>

<p>A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:</p> <p>3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that:</p> <p>b. Address diverse approaches and classroom organization based upon culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	<p>Assignment: Discussion Boards Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-460</p> <p>A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies:</p>	<p>Reading: Maag chs. 9 and 10 Assignment: Discussion Boards Assignment: FBA/BIP assignment</p>

<p>3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: c. Provide positive behavioral supports; and</p>	
<p>8VAC20-543-460 A. The program in special education is designed to ensure through coursework and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies in at least one of the endorsement areas of Special Education Adapted Curriculum K-12, in addition to those required under professional studies, including reading and language acquisition. The program shall ensure that the candidate has demonstrated the following competencies: 3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: d. Are based on functional assessment of behavior.</p>	<p>Reading: Maag ch. 7 Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-460 B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in</p>	<p>Reading: Maag ch. 7 Assignment: Lesson Plan Assignment: FBA/BIP assignment</p>

<p>progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p> <p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service bdelivery, curriculum, and instruction of students with disabilities, including:</p> <p>i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:</p> <p>(4) Conduct and analyze results of functional behavior assessment;</p>	
<p>8VAC20-543-460</p> <p>B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p> <p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</p> <p>i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities</p>	<p>Reading: Maag ch. 7</p> <p>Assignment: Lesson Plan</p> <p>Assignment: FBA/BIP assignment</p>

<p>who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to: (5) Implement behavioral intervention plans incorporating positive behavioral supports;</p>	
<p>8VAC20-543-460 B. The program in special education adapted curriculum K-12 shall ensure through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible: 3. Instructional methods and strategies for the adapted curriculum. An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including: i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to: (6) Promote the potential and capacity of individual students to meet high functional, academic, behavioral, and social expectations;</p>	<p>Reading: Maag chs. 4 and 13 Assignment: Discussion Boards Assignment: Lesson Plan</p>
<p>8VAC20-543-460 B. The program in special education adapted curriculum K-12 shall ensure</p>	<p>Reading: Maag chs. 4, 9, and 10 Assignment: Field Experience Observation Assignment: FBA/BIP assignment</p>

<p>through coursework and field experiences in a variety of settings that the candidate seeking endorsement in special education adapted curriculum has the special education core competencies and the specific competency requirements specified in this section. The candidate shall demonstrate the following competencies to prepare children and youth to acquire the functional, academic, and community living skills necessary to reach an appropriate level of independence and be assessed in progress toward an aligned curriculum while participating in programs with nondisabled peers to the fullest extent possible:</p> <p>3. Instructional methods and strategies for the adapted curriculum.</p> <p>An understanding and application of service delivery, curriculum, and instruction of students with disabilities, including:</p> <p>i. Demonstrate the ability to implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum and Virginia Standards of Learning through an aligned curriculum across the K-12 grade levels, including the ability to:</p> <p>(10) Implement and evaluate group management technique and individual interventions that teach and maintain emotional, behavioral, and social skills;</p>	
<p>8VAC20-543-490</p> <p>The program in special education early childhood (birth through age five) is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the following competencies:</p> <p>5. Understanding of teaching social and emotional skills to assist with behavior management and the application of principles of learning and child development to individual and group</p>	<p>Reading: Maag chs. 4, 9, and 10 Assignment: Discussion Boards</p>

<p>management using a variety of techniques that are appropriate to the age of that child.</p>	
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: a. Promote emotional well-being and teach and maintain behavioral conduct and skills consistent with norms, standards, and rules of the educational environment;</p>	<p>Reading: Maag chs. 4, 9, and 10 Assignment: Lesson Plan Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: b. Address diverse approaches to classroom organization and set-up based upon</p>	<p>Reading: Maag chs. 2 and 4 Assignment: Discussion Boards</p>

<p>culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice;</p>	
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: c. Provide positive behavioral supports; and</p>	<p>Reading: Maag chs. 7 and 12 Assignment: Lesson Plan Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 3. Management of instruction and behavior. An understanding and application of classroom and behavior management techniques and individual interventions, including techniques that: d. Are based on functional assessment of behavior.</p>	<p>Reading: Maag ch. 7 Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-500</p>	<p>Reading: In-TASC Standards Reading: Virginia Standards of Learning</p>

<p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>4. Collaboration.</p> <p>a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p> <p>(1) Understanding the Standards of Learning, the structure of the curriculum, and accountability systems across K-12;</p>	<p>Assignment: Lesson Plan</p>
<p>8VAC20-543-500</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>4. Collaboration.</p> <p>a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include:</p> <p>(2) Understanding and assessing the organization and environment of general</p>	<p>Reading: Maag ch. 1</p> <p>Assignment: Field Experience Observation</p>

<p>education classrooms across the K-12 setting;</p>	
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 4. Collaboration. a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include: (3) Implementation of collaborative models, including collaborative consultation, co-teaching with co-planning, and student intervention teams;</p>	<p>Reading: Maag ch. 7 Assignment: Discussion Boards</p>
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 4. Collaboration. a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other</p>	<p>Reading: Maag ch. 7 Assignment: Discussion Boards Assignment: FBA/BIP assignment</p>

<p>professions in collaborative work environments to include: (4) Procedures to collaboratively develop, provide, and evaluate instructional and behavioral plans consistent with students' individual needs;</p>	
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 4. Collaboration. a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include: (5) Understanding the roles and responsibilities of each member of the collaborative team; and</p>	<p>Reading: Maag ch. 7 Assignment: Discussion Boards Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 4. Collaboration.</p>	<p>Reading: Maag chs. 2, 5, and 6 Assignment: Discussion Boards</p>

<p>a. Skills in consultation, case management, and collaboration, including coordination of service delivery with related service providers, general educators, and other professions in collaborative work environments to include: (6) Knowledge and application of effective communication strategies and culturally responsive strategies with a variety of stakeholders in the collaborative environment;</p>	
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 4. Collaboration. b. Training, managing, and monitoring paraprofessionals;</p>	<p>Reading: Maag ch. 7 Assignment: Discussion Boards Assignment: FBA/BIP assignment</p>
<p>8VAC20-543-500 A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition. 4. Collaboration. c. Involvement of families in the education of their children with disabilities;</p>	<p>Reading: Maag chs. 1 and 14 Assignment: Discussion Boards Assignment: Philosophy of Behavior Management assignment</p>
<p>8VAC20-543-500</p>	<p>Reading: In-TASC Standards</p>

<p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>4. Collaboration.</p> <p>d. Understanding the standards of professionalism;</p>	<p>Assignment: Lesson Plan Assignment: Discussion Boards</p>
<p>8VAC20-543-500</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>4. Collaboration.</p> <p>e. Cooperating with community agencies and other resource providers; and</p>	<p>Reading: Maag ch. 14 Assignment: Discussion Boards</p>
<p>8VAC20-543-500</p> <p>A. The program in special education is designed to ensure through course work and field experiences in a variety of settings that the candidate has demonstrated the core competencies in this section to prepare children and youth for participation in the general education curriculum and within the community to the maximum extent possible. The candidate also shall complete the competencies required under professional</p>	<p>Reading: Maag ch. 12 Assignment: Discussion Boards</p>

<p>studies in 8VAC40-543-140, including reading and language acquisition.</p> <p>4. Collaboration.</p> <p>f. Models and strategies for promoting students' self-advocacy skills.</p>	
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COURSE SCHEDULE

EDUC 623

Textbooks: Ackerman, *PRAISE: Effectively Guiding Student Behavior* (2007).
Maag, *Behavior Management* (2018).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Ackerman: ch. 1 Maag: chs. 1–2 1 presentation	Course Requirements Checklist	10
		Class Introductions	0
		Advising Guide Acknowledgement	0
		DB Forum 1	40
		SimSchool Enrollment Verification	20
2	Ackerman: ch. 2 Maag: chs. 3–4, 8 1 presentation	DB Forum 2	40
		Lesson Plan or Behavior Resource List	100
3	Ackerman: ch. 3 Maag: chs. 5–6 1 presentation	DB Forum 3	40
		Field Experience Observation	100
4	Ackerman: ch. 4 Maag: chs. 9–10 1 presentation	DB Forum 4	40
		Lesson or Behavior Resource Presentation	100
5	Maag: ch. 7 2 presentations	FBA/BIP Assignment	205
6	Ackerman: ch. 5 Maag: ch. 12 1 presentation	DB Forum 5	40
		Dispositions Assignment	20
7	Maag: chs. 11, 13 1 presentation	Philosophy of Behavior Management	115
8	Ackerman: ch. 6 Maag: ch. 14 1 presentation	DB Forum 6	40
		SimSchool Report	100
TOTAL			1010

DB = Discussion Board

BIP = Behavior Intervention Plan

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.