Term Information

Effective Term
Summer 2017

General Information

Course Bulletin Listing/Subject Area
Educ Sts: Special Education

Fiscal Unit/Academic Org
EHE Educational Studies - D1280

College/Academic Group
Education & Human Ecology

Level/Career
Graduate, Undergraduate

Course Number/Catalog
5755

Course Title
Inclusive Classroom Management

Transcript Abbreviation
Inclusv Clsrm Mgmt

Course Description
Students will learn best practice for positive behavior support and inclusion of students with special needs.

Semester Credit Hours/Units
Fixed: 3

Offering Information

Length Of Course
8 Week, 7 Week, 6 Week

Flexibly Scheduled Course
Sometimes

Does any section of this course have a distance education component?
No

Grading Basis
Letter Grade

Repeatable
No

Course Components
Lecture

Grade Roster Component
Lecture

Credit Available by Exam
No

Admission Condition Course
No

Off Campus
Never

Campus of Offering
Lima

Prerequisites and Exclusions

Prerequisites/Corequisites
ESSPED 5742 Applied Behavior Analysis for Teachers

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.0402

Subsidy Level
Masters Course

Intended Rank
Junior, Senior, Masters, Doctoral

Requirement/Elective Designation
Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
- Understand and apply Response to Intervention. Understand and apply Functional Behavioral Analysis and classroom behavior support to include students with disabilities in a general education classroom.

Content Topic List
- Response to Intervention, Functional Behavioral Analysis, behavior plans

Attachments
- ES SPED 57XX Inclusion and Behavior Management.docx: Combined inclusion and behavior management course (Syllabus. Owner: Herner-Patnode, Leah Mary)

Comments
- I am proposing this course as a combined course to take major elements of ESSPED 5750 and ESSPED 5769. This is a new course so it would probably require a new number. This is in conjunction with Lima proposing a license only special education program to be delivered on the Lima campus. (by Herner-Patnode, Leah Mary on 12/02/2015 07:02 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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</thead>
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<td>Submitted</td>
<td>Odum, Sarah A.</td>
<td>09/08/2016 12:02 PM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Malone, Helen Irene</td>
<td>09/12/2016 09:31 AM</td>
<td>Unit Approval</td>
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<tr>
<td>Approved</td>
<td>Zabloudil, Deborah A</td>
<td>09/14/2016 11:22 AM</td>
<td>Ad-Hoc Approval</td>
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<tr>
<td>Pending Approval</td>
<td>Odum, Sarah A., Zircher, Andrew Paul, Warnick, Bryan R., Achterberg, Cheryl L.</td>
<td>09/14/2016 11:22 AM</td>
<td>College Approval</td>
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</tbody>
</table>
The Ohio State University at Lima
College of Education and Human Ecology
School of Educational Studies
Department of Special Education
ESSPED 5755: Inclusive Classroom Management

Instructor: Leah Herner-Patnode, Ed.D
herner-patnode.1@osu.edu
419-995-8122
Office: 460K Galvin Hall

Course Description:
Decades of educational reform have resulted in almost all students with disabilities spending most of the school day in inclusive general education classrooms. In order to provide the most effective instruction, special and general education teachers must work together to meet the range of diverse learning needs. Effective classroom management skills are critical to creating a positive learning environment where students can successfully access and learn core academic content. Individuals with disabilities disproportionately evidence social skill deficiencies compared to their non-disabled peers. This course teaches skills needed to conduct a Functional Behavioral Analysis (FBA) and provides strategies for designing and implementing multi-tiered instruction within the Response to Intervention (RTI) model. This course focuses on current teaching practices in the field, with an emphasis on the examination of the research base of classroom management and social skill instruction. It is intended for persons in professions related to education or service for children in the K-12 school system.

Relationship to Other Courses/Curricula:
This course extends concepts taught in ES SPED 5251: Introduction to Exceptional Children and ES SPED 5742: Introduction to Applied Behavior Analysis for Educators.

Knowledge, Skills, and Dispositions:
Upon successful completion of this course, students will be able to:
1. Describe the Response to Intervention Model and how it applies to behavior interventions and social skills instruction.
2. Design a Response to Intervention model that includes best practice strategies.
3. Explain foundation of special education law.
4. Explain how student behavior is established and maintained by the classroom environment. Candidates will also explain how educators can proactively structure the learning environment to promote appropriate student behavior.

5. Create a proactive, positive class-wide behavior management plan that articulates expectations, policies, procedures, rewards, and consequences for students.

6. Create positively stated, clear expectations and rules for student behavior.

7. Discuss ways to collect and analyze data on student behavior to monitor and adjust class-wide behavior management plans.

8. Describe a variety of strategies for enhancing student motivation and prosocial behavior within a class-wide management plan (building rapport with students, providing positive feedback, applications of token economy systems).

9. Explain how to implement a Functional Behavior Assessment (FBA) and describe the components of a FBA.

10. Explain how to analyze the results of a FBA and how to use results to create an individualized Behavior Intervention Plan (BIP)/function-based intervention.

11. Identify and define the possible functions of behavior based on data collection and analysis (social positive, social negative, automatic positive, and automatic negative).

12. Discuss various ways to measure student behavior and create a data collection sheet (ABC chart, frequency, duration, latency, interval recording, quality, and magnitude).

13. Discuss strategies for collaborating with parents and families in regard to behavior management.

14. Identify several screening tools, assessments, and evaluation measures for social skills.

15. When given various scenarios, identify a target social skill to teach a student and create a task analysis for the identified social skill.

16. Explain various instructional methods for teaching social skills and choose a method to create social skills lessons.

17. Discuss strategies to increase maintenance and generalization of instructed social skills.

18. Identify and discuss multicultural factors that should be considered when teaching social skills and implementing behavior management interventions.

**Off-campus Field Experience:**
There is no co-requisite field experience course associated with this class.

**Technology:**
The course draws extensively on technology and uses Carmen as the course management tool. Technology in the form of PowerPoint and multimedia presentations will be used in class lectures. Candidates will be encouraged to explore ways to use technology to support students in the acquisition of social skills and prosocial behavior in the classroom setting. The FBA and RTI projects will require technology use.

**Required Texts and Readings**


All readings will be found in Carmen, except for Alber-Morgan text.


Purdue Online Writing Lab (2013) APA headings and seriation. Retrieved from https://owl.english.purdue.edu/owl/resource/560/16/


Assignments

Attendance/Participation
You are expected to come to class with readings completed and actively participate. 8 points deducted for each class session you miss.

RTI Project
Students will work in teams of 4 to collaboratively create a response to intervention (RTI) plan in the context of a thematic unit. Directions for the RTI project will be posted on Carmen and presented in class. There are 9 parts to the RTI project. Each part will be turned prior to the next class session (see topic schedule) and graded separately. Groups will present their RTI project to peers and a collection of all RTI projects will be made accessible to the group for future use.

FBA Project
Students will conduct their own Functional Behavior Analysis (FBA) and create a Behavior Intervention Plan (BIP). The project consists of 8 assignments/pieces graded separately that will be put together as a final FBA and BIP portfolio. Students will share portfolios in small groups and reflect upon future classroom use.

Behavior Presentation
Students will work in teams of 4 to present a practical classroom or behavior management strategy that was not covered in depth in class. Presentations will be 15-20 minutes in length and will follow a set format (see rubric on Carmen). In addition to the oral presentation, students will identify an appropriate introductory reading, and provide a one-page handout for all students in the class.

Quizzes
There will be 9 quizzes covering weekly readings. Quizzes will be taken in Carmen and are due prior to the start of the class.

Grading:
Your course grade will be determined by the number of points earned from a total of 425 points, which are distributed across course requirements as follows:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Grade</th>
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<td>Attendance/Participation</td>
<td>120</td>
<td>A = 405-425</td>
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<td>RTI project</td>
<td>100</td>
<td>A- = 382-404</td>
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<td>FBA Project</td>
<td>100</td>
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<td>Behavior presentation</td>
<td>60</td>
<td>B+ = 370-381</td>
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<td>Quizzes (9x 5 points)</td>
<td>45</td>
<td>B = 357-369</td>
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<tr>
<td></td>
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<td>B- = 338-356</td>
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<td>C+ = 320-337</td>
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<td>D = 270-288</td>
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<td></td>
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<td>E = 0-269</td>
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### Topic Outline and Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Quiz</th>
<th>Assignments</th>
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<tr>
<td></td>
<td>Overview of inclusion, student diversity Special Education Law, Referral to placement, Universal Design, Response to intervention</td>
<td>Alber-Morgan: Ch. 1 IRIS module RTI <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a></td>
<td>*</td>
<td>RTI Project: Go over requirements, meet with team, discuss ideas for thematic unit</td>
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<td></td>
<td>Applying an RTI model to behavior management</td>
<td>Conroy (2008) □ Sayeski (2011) □ Shea Chapter 4</td>
<td>*</td>
<td>FBA #1</td>
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<td></td>
<td>Collaboration/co-teaching Classroom set up</td>
<td>Alber-Morgan: Ch. 6 □ Guardino (2010) □ Kern (2007) □ Sprick Chapter 2</td>
<td>*</td>
<td>FBA #2 RTI Project A: meet with team, write theme description, rationale, and theme map (complete in class and turn in Form A in drop box)</td>
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<td></td>
<td>Assessments Structure and rules Welcome letters</td>
<td>Alber-Morgan: Ch. 2 &amp; 4 □ Sprick Chapter 3 □ Purdue OWL Guide to APA headings</td>
<td>*</td>
<td>RTI Project B: identify 12 objectives and corresponding assessments (complete in class and turn in Form B in drop box before next session)</td>
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<td></td>
<td>Assessment continued Class wide incentives</td>
<td>□ RileyTillman (2007) Shea Chapter 7</td>
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<td>FBA #3 RTI Project C: create three assessments, including one rubric (complete in...</td>
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<td>Social Skills</td>
<td>Analyzing classroom needs</td>
<td>Shea Chapter 9</td>
<td>Sansosti (2010)</td>
<td>Sartini (2013)</td>
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<td>--------------</td>
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<tr>
<td>Multi-tiered instruction in inclusive classrooms</td>
<td>Alber-Morgan: Ch. 3 &amp; 5</td>
<td>FBA #4</td>
<td>RTI Project E: Lesson plans</td>
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<td>Reducing problem behavior</td>
<td>Teaching Science and Social Studies</td>
<td>Gongola &amp; Daddario</td>
<td>Ryan (2007)</td>
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<td>Students with low incidence disabilities and high incidence disabilities, accommodations</td>
<td>Conducting a functional behavioral analysis</td>
<td>Shea Chapter 5</td>
<td>Fox (2000)</td>
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<td>Function-based interventions</td>
<td>Designing a behavior plan</td>
<td>Programming for generalization</td>
<td>Alber-Morgan: Ch. 7</td>
<td>Lane Chapter 7</td>
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<tr>
<td>Differentiating Instruction and Strategies for Independent Learning</td>
<td>Behavior contracts and self monitoring</td>
<td>Lane Chapter 5</td>
<td>NPDC Self-management Brief</td>
<td>*</td>
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</table>
Partnering with families  
Staples (2010)  
Shea Chapter 11  
* FBA#8  
RTI Project  
Materials: create all of the instructional materials you described in your lessons, including materials for accommodations, generalization, and enrichment/remediation  

Preparing final presentations  
Work with groups  
Continue work on RTI materials.  

Final portfolio presentations  
Behavior management presentations  
Final portfolio due  

RTI presentations  
Any work not yet turned in is due to Carmen by exam week.

University Policies and Procedures

**Plagiarism and/or Copying of Others’ Work**

Plagiarism in any of your class work will be grounds for possible academic misconduct charges from the university. Copying another student’s work is prohibited in any manner and will be grounds for possible academic misconduct charges from the university. Please see the university’s policies regarding academic misconduct.

**Academic Misconduct** -- The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic
Misconduct. If COAM determines that you have violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info_for_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

**University Expectations regarding 2:1 ratio of student effort** - In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Board of Regents has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. As part of these guidelines, the Board of Regents’ guidelines state that one semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction, and that “students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”

**ODS Statement** -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or [Contact the Office of Academic Advising at Lima](http://www.ods.ohio-state.edu/). Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Counseling Services:** If you are experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. Please contact LCCS at 419-995-8272 or 419-995-8698 to schedule an appointment.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by *speaking first with the instructor or professor.* Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”

**Statement on Diversity** -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color,
disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology** – The role of technology in this course is to provide access to course materials via Carmen and the Internet. Students will access online databases and websites for use in assignments. Students will develop competency in accessing OSU and other databases for information. They will also learn to utilize the Internet to enhance the creativity of assignments.

**Campus Closures or Delays**- When weather conditions warrant closing the campus, we will inform the campus community via Buckeye Alert (see the next point regarding how to sign up for Buckeye Alert). We will also notify local media by 6:00 a.m. whenever possible. Local radio and television carry these announcements, and the stations carrying our notifications are listed on our website. The Ohio State Lima web site also reports campus closings or delays.

**Buckeye Alert System**- You must sign up for Buckeye Alert to be notified via text message of any campus delays or cancellations. You will NOT be notified of any individual class cancellations via Buckeye Alert.

- Go to http://eprofile.osu.edu
- Use your OSU name.# and password to login
- Click on "Phone Numbers"
- Enter your cell number in the "Cellular" field
- Click save

At that point, you are registered for Buckeye Alert!
ES SPED 57XX Behavior Management and Including Students with Special Needs in the General Education Classroom

The Ohio State University at Lima
College of Education and Human Ecology
School of Educational Studies
Department of Special Education
ES SPED 57XX Inclusion and Behavior Management
Spring semester 2017
Office Hrs: Wednesday before and after class and by appt.

Instructor: Leah Hener-Patnode, Ed.D
hener-patnode.1@osu.edu
419-995-8122
Office: 460K Galvin Hall

Course Description:
Decades of educational reform have resulted in almost all students with disabilities spending most of the school day in inclusive general education classrooms. In order to provide the most effective instruction, special and general education teachers must work together to meet the range of diverse learning needs. Effective classroom management skills are critical to creating a positive learning environment where students can successfully access and learn core academic content. Individuals with disabilities disproportionately evidence social skill deficiencies compared to their non-disabled peers. This course teaches skills needed to conduct a Functional Behavioral Analysis (FBA) and provides strategies for designing and implementing multi-tiered instruction within the Response to Intervention (RTI) model.

This course focuses on current teaching practices in the field, with an emphasis on the examination of the research base of classroom management and social skill instruction. It is intended for persons in professions related to education or service for children in the K-12 school system.

Relationship to Other Courses/Curricula:
This course extends concepts taught in ES SPED 5251: Introduction to Exceptional Children and ES SPED 5742: Introduction to Applied Behavior Analysis for Educators.

Knowledge, Skills, and Dispositions:
Upon successful completion of this course, students will be able to:

1. Describe the Response to Intervention Model and how it applies to behavior interventions and social skills instruction.
2. Design a Response to Intervention model that includes best practice strategies.
3. Explain foundation of special education law.
4. Explain how student behavior is established and maintained by the classroom environment. Candidates will also explain how educators can proactively structure the learning environment to promote appropriate student behavior.
5. Create a proactive, positive class-wide behavior management plan that articulates expectations, policies, procedures, rewards, and consequences for students.
6. Create positively stated, clear expectations and rules for student behavior.
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8. Describe a variety of strategies for enhancing student motivation and prosocial behavior within a class-wide management plan (building rapport with students, providing positive feedback, applications of token economy systems).
9. Explain how to implement a Functional Behavior Assessment (FBA) and describe the components of a FBA.
10. Explain how to analyze the results of a FBA and how to use results to create an individualized Behavior Intervention Plan (BIP)/function-based intervention.
11. Identify and define the possible functions of behavior based on data collection and analysis (social positive, social negative, automatic positive, and automatic negative).
12. Discuss various ways to measure student behavior and create a data collection sheet (ABC chart, frequency, duration, latency, interval recording, quality, and magnitude).
13. Discuss strategies for collaborating with parents and families in regard to behavior management.
14. Identify several screening tools, assessments, and evaluation measures for social skills.
15. When given various scenarios, identify a target social skill to teach a student and create a task analysis for the identified social skill.
16. Explain various instructional methods for teaching social skills and choose a method to create social skills lessons.
17. Discuss strategies to increase maintenance and generalization of instructed social skills.
18. Identify and discuss multicultural factors that should be considered when teaching social skills and implementing behavior management interventions.

**Off-campus Field Experience:**
There is no co-requisite field experience course associated with this class.

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Required Texts and Readings

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Staples, K. E., & Diliberto, J. A. (2010). Guidelines for successful parent involvement
Assignments

**Attendance/Participation**
You are expected to come to class with readings completed and actively participate. 8 points deducted for each class session you miss.

**RTI Project**
Students will work in teams of 4 to collaboratively create a response to intervention (RTI) plan in the context of a thematic unit. Directions for the RTI project will be posted on Carmen and presented in class. There are 9 parts to the RTI project. Each part will be turned prior to the next class session (see topic schedule) and graded separately. Groups will present their RTI project to peers and a collection of all RTI projects will be made accessible to the group for future use.

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**Quizzes**
There will be 9 quizzes covering weekly readings. Quizzes will be taken in Carmen and are due prior to the start of the class.

**Grading:**
Your course grade will be determined by the number of points earned from a total of 425 points, which are distributed across course requirements as follows:

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<td>C+= 320-337</td>
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<td>TOTAL</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings Due</td>
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<tr>
<td>Overview of inclusion, student diversity</td>
<td>Alber-Morgan: Ch. 1</td>
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<td>Special Education Law, Referral to placement, Universal Design, Response to intervention</td>
<td>IRIS module RTI: <a href="http://iris.peabody.vanderbilt.edu/module/rti01-overview/">http://iris.peabody.vanderbilt.edu/module/rti01-overview/</a></td>
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<td>Applying an RTI model to behavior management</td>
<td>Conroy (2008)</td>
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<td>Sayeski (2011)</td>
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<td></td>
<td>Shea Chapter 4</td>
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<td>Collaboration/co-teaching</td>
<td>Alber-Morgan: Ch. 6</td>
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<td>Classroom set up</td>
<td>Guardino (2010)</td>
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<td>Kern (2007)</td>
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<td>Sprick Chapter 2</td>
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<td>Structure and rules</td>
<td>Sprick Chapter 3</td>
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<td>Welcome letters</td>
<td>Purdue OWL Guide to APA headings</td>
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<td>Assessment continued</td>
<td>RileyTillman (2007)</td>
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</tr>
<tr>
<td>Class wide incentives</td>
<td>Shea Chapter 7</td>
<td></td>
</tr>
</tbody>
</table>
| Rubric | Social Skills: Analyzing classroom needs | Shea Chapter 9  
☐Sansosti (2010)  
☐Sartini (2013) | * Behavior presentation topics due  
RTI Project D:  
Write a description of classroom routines, procedures, expectations (complete in class and turn in Form D in drop box) |
|---|---|---|---|
| Rubric | Multi-tiered instruction in inclusive classrooms | Alber-Morgan: Ch. 3 & 5 | FBA #4  
RTI Project E:  
Lesson plans |
| Rubric | Reducing problem behavior  
Teaching Science and Social Studies | Gongola & Daddario  
☐Ryan (2007) | * RTI Project E (continued): Lesson plans (Form E due to dropbox) |
| Rubric | Students with low incidence disabilities and high incidence disabilities, accommodations  
Conducting a functional behavioral analysis | Shea Chapter 5  
☐Fox (2000) | * FBA #5  
RTI Project F:  
Identify accommodations for students with special needs (complete in class and turn in Form F in drop box) |
| Rubric | Function-based interventions  
Designing a behavior plan  
Programming for generalization | Alber-Morgan: Ch. 7  
Lane Chapter 7 | FBA #6  
RTI Project G:  
Identify strategies for programming for generalization (complete in class and turn in Form G to dropbox) |
| Rubric | Differentiating Instruction and Strategies for Independent Learning  
Behavior contracts | Lane Chapter 5  
☐NPDC Self-management Brief | * FBA #7  
RTI Project H:  
Identify activities for remediation and enrichment |
<table>
<thead>
<tr>
<th>and self monitoring</th>
<th>(complete in class, turn in Form H to dropbox)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partnering with families</td>
<td>Staples (2010) □Shea Chapter 11 * FBA#8 RTI Project Materials: create all of the instructional materials you described in your lessons, including materials for accommodations, generalization, and enrichment/remediation</td>
</tr>
<tr>
<td>Preparing final presentations</td>
<td>Work with groups Continue work on RTI materials.</td>
</tr>
<tr>
<td>Final portfolio presentations Behavior management presentations</td>
<td>Final portfolio due</td>
</tr>
<tr>
<td>RTI presentations</td>
<td>Any work not yet turned in is due to Carmen by exam week.</td>
</tr>
</tbody>
</table>

**University Policies and Procedures**

**Plagiarism and/or Copying of Others’ Work**

Plagiarism in any of your class work will be grounds for possible academic misconduct charges from the university. Copying another student’s work is prohibited in any manner and will be grounds for possible academic misconduct charges from the university. Please see the university’s policies regarding academic misconduct.

**Academic Misconduct** -- The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.
If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

University Expectations regarding 2:1 ratio of student effort- In an effort to establish educational standards and expectations for all institutions of higher education in the state, the Ohio Board of Regents has established formal guidelines to standardize the length of semesters, academic years, and define the practical meaning of each semester hour of credit. As part of these guidelines, the Board of Regents’ guidelines state that one semester credit hour will be awarded for a minimum of 750 minutes of formalized instruction, and that “students will be expected to work at out-of-class assignments on a regular basis, which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity.”

ODS Statement -- Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or Contact the Office of Academic Advising at Lima: 419-995-8264 to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Counseling Services: If you are experiencing personal difficulties, whether related to class or not, please know that you have access to confidential services provided by the OSU Lima Counseling and Consultation Service (LCCS). All current OSU Lima students are eligible for services at no charge. Please contact LCCS at 419-995-8272 or 419-995-8698 to schedule an appointment.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor: Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

Statement on Diversity -- The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination
against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

**Technology** – The role of technology in this course is to provide access to course materials via Carmen and the Internet. Students will access online databases and websites for use in assignments. Students will develop competency in accessing OSU and other databases for information. They will also learn to utilize the Internet to enhance the creativity of assignments.

**Campus Closures or Delays**-When weather conditions warrant closing the campus, we will inform the campus community via Buckeye Alert (see the next point regarding how to sign up for Buckeye Alert). We will also notify local media by 6:00 a.m. whenever possible. Local radio and television carry these announcements, and the stations carrying our notifications are listed on our website. The Ohio State Lima web site also reports campus closings or delays.

**Buckeye Alert System**-You must sign up for Buckeye Alert to be notified via text message of any campus delays or cancellations. You will NOT be notified of any individual class cancellations via Buckeye Alert.

- Go to http://eprofile.osu.edu
- Use your OSU name.# and password to login
- Click on "Phone Numbers"
- Enter your cell number in the "Cellular" field
- Click save

At that point, you are registered for Buckeye Alert!