

Miami Dade College  
EEX 4604  
Effective Behavioral Practices and Interventions in Exceptional Student  
Education

Course Description: Effective Behavior Practices with Exceptional Students: This course is designed to familiarize the students with the educational management of exceptional learners. Emphasis is on behavior practices and consultation skills leading to students managing their own behavior. Strategies to create and maintain safe, healthy environments for learning in exceptional and inclusive classrooms are presented. Meets guidelines of the Educator Accomplished Practices, Council for Exceptional Children's Content Standards for All Beginning Special Education Teachers. Pre-requisite: EDF 3214, EEX 3010.

Three Credits

**Competency 1:** The prospective teacher will develop knowledge to build an understanding how challenging behavior communicates needs of students. To this end they will be able to

- a. Identify the five general categories of social and behavioral problems in school: underachieving, isolating, distracting, disruptive and dangerous.
- b. Interpret problematic behaviors as efforts by which students communicate about their own needs.
- c. Analyze troubling student behavior to determine what specific needs are not being met for the student.
- c. Determine appropriate ways to meet student needs in one of two ways: preventative and responsive.
- d. Determine how to evaluate if the behavioral problems are directly related to the disability of the student via a manifest determination review.
- e. Develop a behavioral intervention plan

**Competency 2:** The prospective teacher will realize that to communicate respectfully with students they have to be able to communicate clearly to them. To that end they will be able to

- a. Help students find ways to meet their needs in positive ways.

b. Communicate with students in ways that they will understand the rationale for their requests as opposed to using authority and the implied force behind it.

c. Implement strategies that effectively engage the classroom community in problem solving, e.g. class meetings, circles of friends, peer and conflict mediation, peer supports, and restorative justice in the classroom.

**Competency 3:** The prospective teacher will comprehend the importance of teachers engaging in continuous of self-reflection. To this end they will be able to

a. Explaining the steps teachers should take to know and understand the underlying reasons for their own behavior and perceptions.

b. Listing and describing the various professional associations and support networks available for teachers interested in professional growth and development.

**Competency 4:** The prospective teacher will understand the importance of providing opportunities to help students think through their needs and explore ways to get those needs met. To this end they will be able to

a. Use strategies social as social skills instruction for helping students learn how to make friends, talk about problems and interact positively with people they don't like.

b. Implement three types of negotiating styles in crisis situations: soft, hard and principled.

c. Demonstrate an understanding of consultative procedures and processes related to work with parents, teachers, support personnel, related service personnel, administrators and students.

**Competency 5:** The prospective teacher will understand how to promote student responsibility, appropriate social behavior, integrity, valuing diversity and honesty through learning activities. To this end they will be able to

a. Explain the role of family involvement in the education of students with disabilities.

b. Analyze environmental influences on students' learning, achievement, and socialization, including the influence of language, socioeconomic, cultural, and ethnic factors on learning, achievement, and socialization.

c. Explain the influence of diversity on assessment, eligibility, programming and placement of students with disabilities.

**Competency 6:** The prospective teacher will have an understanding of the ethical concerns related to dealing with behavioral management in the school setting. To this end they will be able to

- a. State the legal provisions, regulations and guidelines regarding behavioral management.
- b. Exercise objective professional judgment in the practice of behavioral management.
- c. Promote and maintain a high level of competence and integrity in the practice of the profession.

**Competency 7:** The prospective teacher will be able to draw on development and learning theory as it relates to behavioral management. To this end they will be able to

- a. Identify the characteristics and effects of the cultural and environmental milieu of the student and family on behavioral management issues.
- b. Recognize overt signs of severe emotional distress in students and demonstrate awareness of appropriate intervention and referral procedures Identify physical elements and arrangements in the classroom that directly affect learning and/or behavior.
- c. Apply knowledge of physical, social and academic developmental patterns and of individual differences to meet the instructional needs of all students in the classroom and to advise students about those needs.
- d. Demonstrate knowledge of the characteristics of students with learning disabilities, attention deficit disorder, mental retardation, emotional disturbance and behavioral disorders, giftedness and creativity, communication disorders, physical disorders and other health impairments, deafness and hearing impairment, visual and hearing impairments, autism and traumatic brain injury.
- e. Reflect on and recognize the connection between the needs of students with behavioral and emotional challenges and be able to implement best practices for teaching and learning.

**Competency 8:** The prospective teacher will have a basic understanding of the various causes and means to address the wide range of issues associated with behavior management. To this end they will be able to

- a. Demonstrate knowledge of the laws and policies governing the practice of behavior management relative to students with disabilities.
- b. Provide appropriate recommendations and support (e.g. collaborative teaching strategies) to teachers who have students with disabilities assigned to their general education classrooms.
- c. Explain the various positions associated with the use of Ritalin and related drugs in behavior management.
- d. Be able to recognize the connection between the needs of students with behavioral and emotional challenges and be able to implement the best practices for teaching and learning.

**Competency 9:** The prospective teacher will understand the importance of setting up an effective learning environment and have the techniques and strategies to do so. To this end they will be able to

- a. Create and maintain academic focus by using appropriate motivational devices.
- b. Identify and implement strategies used in teaching various subjects to students with behavior disorders. This will include assessment techniques used to select appropriate teaching strategies.
- c. Serve as a resource to teachers in general education classrooms in order that they can establish a classroom that will be one that is supportive of inclusive teaching.
- d. Select and/or adapt and use instructional strategies and materials according to the characteristics of students.
- e. Analyze a classroom and/or educational setting in terms of adherence to the seven principles of Universal Design: e.g. equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, size and space for approach and use.
- f. Recommend technology that can be used to extend the capabilities of students with disabilities.

**Competency 10:** The prospective teacher will understand the theory and practice of adapting curriculum and instruction to enable students to participate successfully. To this end they will be able to

- a. Utilize a systematic process for understanding student needs and developing adaptations and modifications.
- b. Identify and use six exemplary instructional practices that apply the four building blocks of inclusive teaching across subjects.
- c. Compare and contrast the various controversial issues and approaches related to standardized testing.
- d. Describe and implement the following best practice strategies in teaching students with wide ranges of abilities well together: thematic learning, classroom workshops, authentic learning experiences, small group activities, representing to learn, and reflective assessment.

**Competency 11:** The prospective teacher will understand the importance of communicating and working cooperatively with families and colleagues to improve the educational experiences at the school. To this end they will be able to

- a. Demonstrate an understanding of consultative procedures and processes related to work with parents, teachers, support personnel, related service personnel administrators and students.
- b. Explain the various roles and responsibilities of family involvement in the education of students with disabilities.
- c. Identify and describe the resources and supports in the community in order to develop community connections for families and children.
- d. Explain the steps involved in developing school-community partnerships.
- e. Explain the steps involved in developing parent training and support programs.