

SPED 4859 - Behavior and Classroom Management for Students with Exceptionalities, 6-12

Fall 2026 Syllabus, Section 01, CRN 42785,

Credit hours: 4

Instructor

Melissa Durse

Email: madurse@ysu.edu

Public Instructor Information

Instructor Title: Adjunct Faculty

Instructor Professional Qualifications: BS in Ed., YSU; M.Ed. in School Counseling, Westminster College; Behavior Intervention Specialist Certificate, Kent State University; Ohio K-12 Education of the Handicapped and 7-12 English educator licensure, PA-licensed Behavior Specialist

Instructor Office Location: Beechly Hall, 2318

Instructor Office Phone: 330-941-3268



Course Description

4859. Behavior and Classroom Management for Students with Exceptionalities, 6-12. This course is designed to increase the candidate's effectiveness as an educator by providing the candidate with an understanding of the theoretical framework for and practical applications of behavior and classroom management for exceptional children. Candidates will develop a working knowledge of the developmental theories of behavior and legal issues of classroom management as well as functional behavior assessment/analysis, and development, implementation and evaluation of individual and classroom-wide positive behavior intervention support plans for students with exceptionalities in the 6-12 classroom environment. Admission to BCLASSE upper division status required. Prereq.: SPED 2630, SPED 4867. Coreq.: SPED 4858, SPED 4860; TCED 4800L. 4 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Behavior and Classroom Management in the Multicultural Classroom, Proactive, Active and Reactive Strategies	Shepherd, Terry, L., Linn, Diana	

You can get this textbook from the merchant of your choice, digital or hardcopy, new or used; it's not new but the content is valuable and essential for the course.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Class Schedule (see Blackboard for Assignment Due Dates)

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	8/25	Chapter 1: Developmental Theories of Behavior	Introduction to Course, Classroom Management Review & Preview, Chapter 1 Discussion	What's seen, heard, and felt in a well-managed classroom? Prepare to share.
Thu	8/27	Chapter 2: Legal Issues in Classroom Management	Manifestation Determination and Other Legal Issues	Research the role of an FBA in the manifestation determination process.
Tue	9/1	Chapter 8: Functional Behavior Assessment	Identifying and Defining Behaviors of Concern, and Quantifying Them	In Class: ABC charting practice, categorization of behaviors.



Thu	9/3	Chapter 9: Functional Behavior Analysis	Utilizing Behavior Data to Determine Functions and Develop Goals	In Class: Behavior Data Study and goal writing practice
Tue	9/8	Chapter 10: Behavior Intervention Plans	Developing well-written behavior intervention plans	In Class: Behavior Intervention Plan Preview, Review, and Practice
Thu	9/10	Chapter 11: Single Subject Design	Identifying and practicing different ways to graphically present behavior data	In Class: Behavior Data Graphing & Analysis preview and practice
Tue	9/15	Chapter 6: Classroom Management Strategies	Proactive, Active, and Reactive Behavior Intervention Strategies: An Overview	In Class: Pairing Interventions with Behaviors In Class: Discussion of introductory field visit and potential target student for critical task
Thu	9/17	Ch. 14: Cognitive Behavior Management	CB Approach to classroom management, including mindfulness, bibliotherapy, and social stories	See Blackboard for assignment choices
Tue	9/22	ASYNCHRONOUS CLASS	Please view Trauma-Informed Care for Educators Teacher In-Service video on Blackboard	As per Blackboard, complete TICE response essay bibliotherapy lesson, and social story & social skill goals
Thu	9/24	Discussions & Presentations	TICE discussion (not necessary to disclose contents of response essay); bibliotherapy lesson presentations, social story & social skill goal presentations.	
Tue	9/29	Chapter 4: The Role of the Teacher	The Role of the Teacher; professional self-esteem, professional boundaries, professional ethics Effective vs Ineffective Teachers Midterm Project Preview	In Class: Ethical Gray Areas case studies See Blackboard for midterm project specifics and due date
Thu	10/1	Chapter 5: The Learning Environment	The Impact of the Physical Environment on a Well-Managed Classroom	
Tue	10/6	Midterm Project Presentation	Midterm Project Presentations	Preview and list questions, challenges, concerns regarding critical task components; prepare to share on 10/8
Thu	10/8	Wrap-Up Class	Critical Task Preview	Critical Task Consultation (group or individual)
Tue	10/13	No Class Meeting/Field Only	Critical Task in Progress for remainder of semester; individual consult available during supervision or by appointment	See Blackboard for Critical Task individual component due dates (but submit entire critical task on SL&L upon completion)
Thu	10/15	No Class Meeting/Field Only		
Tue	10/20	No Class Meeting/Field Only		
Thu	10/22	No Class Meeting/Field Only		
Tue	10/27	No Class Meeting/Field Only		
Thu	10/29	No Class Meeting/Field Only		
Tue	11/3	No Class Meeting/Field Only		
Thu	11/5	No Class Meeting/Field Only		
Tue	11/10	No Class Meeting/Field Only		
Thu	11/12	No Class Meeting/Field Only		
Tue	11/17	No Class Meeting/Field Only		
Thu	11/19	No Class Meeting/Field Only		
Tue	11/24	No Class Meeting/Field Only		
Thu	11/26	No Class		
Tue	12/1	No Class Meeting/Field Only		
Thu	12/3	No Class Meeting/Field Only		
Tue	12/8	No Class Meeting/Field Only		
Thu	12/10	No Class Meeting/Field Only		

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.