



# BROWARD COLLEGE COURSE OUTLINE

**LAST REVIEW: 2008-09**  
*(i.e. 2003-2004)*

**NEXT REVIEW: 2013-14**  
*(i.e. 2008-2009)*

**STATUS: A**  
*(A, I, D)*

**COURSE TITLE: Positive Behavioral Support for Exceptional Student Education**

**COMMON COURSE NUMBER: EEX 3601**

**CREDIT HOURS: 3**

**CONTACT HOUR BREAKDOWN**  
*(per 16 week term)*

**CLOCK HOURS:**  
*(Voc. Course ONLY)*

Lecture: **48**      Lab:  
Clinic:                      Other: **10**

**PREREQUISITE(S):**

EEX 3010 Introduction to Exceptional Student Education  
EDG 4410 Classroom Management and Communication

**COREQUISITE(S): Field Experience**

**PRE/COREQUISITE(S):**

**COURSE DESCRIPTION** *(750 characters, maximum):*

This course is designed for students enrolled in the Bachelor of Science Degree program for Exceptional Student Education. This is an overview course examining issues related to positive behavioral supports for exceptional education students. Emphasis will be placed on data collection, analysis and interventions related which address problem behaviors in the classroom. This course is designed to prepare teachers for the educational management of exceptional students with emphasis on behavior management and consultation skills. Students will gain a basic knowledge of how to create and maintain an on-task, safe and healthy environment for learning in the exceptional education classroom as well as the inclusive classroom

General Education Requirements – Associate of Arts Degree (AA), meets Area(s):      Area  
General Education Requirements – Associate in Science Degree (AS), meets Area(s):      Area  
General Education Requirements – Associate in Applied Science Degree (AAS), meets Area(s):      Area

**UNIT TITLES**

- 1. Historical perspective of behavioral intervention**
- 2. Methods of data collection**
- 3. Data Analysis and patterns**
- 4. Identifying target behaviors**
- 5. Hypothesis development**
- 6. Determining the function of Student Behavior**
- 7. Environmental strategies to reduce target behaviors**
- 8. Identifying and teaching replacement skills**
- 9. Designing an intervention plan**
- 10. Strategies for generalization and maintenance**
- 11. Family and stakeholder involvement**

**EVALUATION:**

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

Final grade will be based on course requirements, and examinations. The graded activities may reflect both alternative and traditional assessments.

- Data Collection Project
- Positive Behavioral Support Project
- Historical/Ethics report
- Observation logs from Field Experience
- Critical Assignments
- Mid Term Exam
- Final Exam

*\*\*\* Complete the following only if course is seeking general education status \*\*\**

**GENERAL EDUCATION Competencies and Skills \*:**

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

1. Read with critical comprehension	NA
2. Speak and listen effectively	NA
3. Write clearly and coherently	NA
4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate)	NA
5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental )	NA
6. Apply problem solving techniques to real-world experiences	NA
7. Apply methods of scientific inquiry	NA
8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings	NA
9. Demonstrate an understanding of and appreciation for human diversities and commonalities	NA
10. Collaborate with others to achieve common goals.	NA
11. Research, synthesize and produce original work	NA
12. Practice ethical behavior	NA
13. Demonstrate self-direction and self motivation	NA
14. Assume responsibility for and understand the impact	NA



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of personal behaviors on self and society	
15. Contribute to the welfare of the community	NA

*\* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force*