



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Behavior Management and Safety Intervention	

Academic staff	Core academic unit(s)
Coordinating: Rolandas Paulauskas Other: Renata Geleziniene, Simas Garbenis, Odeta Sapelyte	Šiauliai Academy, Institute of Education

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Contact	Autumn	English

Requisites	
Prerequisites: Psychology	Co-requisites (if relevant):

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	113	53	80

Purpose of the course unit

The goal of the course is to expand students' knowledge and competencies related to various theories and strategies of behavior modeling, shaping, and modification. Particular attention is given to the secondary and tertiary prevention of maladaptive behavior, the collection and assessment of behavioral data, and understanding the diversity of behavioral patterns among individuals with special educational needs.

The course also seeks to develop constructive tolerance and an understanding of different manifestations of behavior disorders, to enhance participants' verbal and non-verbal communication skills, and to provide a safe environment in which to learn how to manage group and individual conflict and crisis situations.

The second part of the course is based on the Safety Management curriculum developed by the Crisis Prevention Institute, Inc. At the end of the course, participants are issued internationally recognized Crisis Prevention Institute training certificates.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will become familiar with the fundamentals of behaviorist, social learning, cognitive, and transactional analysis theories, as well as with behavior management strategies	Lectures, literature analysis	Test
Will be able to select and apply behaviorist, cognitive, and social learning strategies to resolve potential conflict and crisis situations.	Lectures, group discussions, case studies	Case analyses
Will learn to collect and assess data on the effectiveness of group and individual behavior management and behavior modification interventions.	Lectures, literature analysis, case studies, and practical assignments	Individual and group assignments

Will understand the diversity of emotional and behavioral challenges of individuals with special educational needs.	Lectures, literature analysis, case studies, and practical assignments	Test, individual and group assignments
Will be able to identify the levels of crisis development and the corresponding approaches an educator should take.	Lectures, case studies, practical assignments	Individual and group assignments
Will understand the precipitating factors of aggressive behavior.	Lectures, literature analysis, case studies, and practical assignments	Test
Will be able to communicate effectively in crisis situations.	Lectures, case studies, practical assignments, and role play	Group assignments
Will be able to demonstrate physical intervention skills for disengagement and physical holding.	Lectures, case studies, practical assignments, and modeling	Demonstration and competence assessment
Will be familiar with the principles of counseling in post-crisis situations.	Lectures, literature analysis, case studies, practical assignments, and role play	Individual and group assignments
Will be able to communicate and collaborate constructively and work as part of a team with other course participants.	Lectures, case studies, and practical assignments	Competence assessment

Content	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. Behavioral theories and behavior modification methods.	2	1							
2. Social learning theories and their application in educational settings.	1	1							
3. Understanding cognitive theories and promotion of preventive strategies.	1	1							
4. Fundamentals of transactional analysis and communication skills.	1	1							
5. Introduction to conflict management.	1	1							
6. CPI Crisis development model.	1		2						
7. Forms of verbal, paraverbal, and nonverbal communication.			2	2					
8. Responding to defensive behavior.	1		2	2					
9. Precipitating factors and rational detachment.	1		2						
10. Assessment of risk level and decision-making criteria in crisis situations.	1		2						
11. Planning for a difficult conversation.	1		2						
12. Physical intervention: disengagement skills.				8					
13. Physical intervention: holding skills.				8					
14. Post-crisis management.	1		2						
Total	12	5	14	20					80

Assessment strategy	Weight %	Deadline	Assessment criteria
Test	40%	At the end of the semester	The test consists of 50 open- and closed-ended questions: 50–45 correct answers – excellent knowledge and competencies. 44–40 correct answers – good knowledge and competencies. 39–35 correct answers – average knowledge and competencies. 34–30 correct answers – knowledge and competencies below average. 29–25 correct answers – minimal knowledge and competencies. 24 or fewer correct answers – unsatisfactory, minimum requirements not met.
Case studies and case analyses	20%	During the second half of the semester	Structure and scope of the case analysis: The structure of the work is clear and logical, and all required parts are included (introduction presenting the topic, aims, objectives, methods, description of the case; the main body with an in-depth case analysis and interpretation; conclusions). The work is of appropriate length. (5 points) Analysis and conclusions: The analysis is thorough, and the conclusions are well-founded, based on the case description. (2 points) If the analysis is conducted but not comprehensive, and the conclusions are not always well-founded, 1 point is awarded. No points are awarded for superficial analysis. Scientific style and research culture: Sources and citations are used appropriately; formulations and style meet the academic requirements for case analysis. (0.5 points) If the case analysis is not completed, 0 points.
Demonstration of verbal intervention skills or case study	15%	During the second half of the semester	2 points: actively participates in discussions, demonstrates verbal intervention competencies, answers questions, formulates problems and questions, and provides valuable feedback. 1 point: participates in discussions and demonstrates verbal intervention competencies, and answers the questions asked. 0 points: barely participates in discussions or in demonstrating verbal intervention competencies or has missed more than one-third of the seminars.
Demonstration of physical intervention skills	15%	At the end of the semester	2 points: actively participates in demonstrating physical intervention competencies, answers questions, formulates problems and questions, and provides valuable feedback. 1 point: Participates in demonstrating physical intervention competencies and answers the questions asked. 0 points: barely participates in demonstrating physical intervention competencies or has missed more than one-third of the seminars.
Active participation in all the activities and role play	10%	Throughout the semester	2 points: actively participates in discussions and role-playing exercises, answers questions, formulates problems and questions, and provides valuable feedback. 1 point: participates in discussions and role-playing exercises, and answers the questions asked. 0 points: barely participates in discussions or role-playing exercises or has missed more than one-third of the seminars.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
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Required reading				
Crisis Prevention Institute, Inc.	2023	CPI Safety Intervention		Crisisprevention.com
Hulac, D.M., Briesch, A.M.	2017	Evidence-Based Strategies for Effective Classroom Management		The Guilford Press
Newman, B.M., Newman, P.R.	2016	Educational Psychology		Psychology Press
		During the course, additional literature may be assigned		
Recommended reading				
Maag, J.	2017	Behavior Management: From Theoretical Implications to Practical Applications, 3rd Edition		Cengage Learning
Burne, E.	2016	Gamer People Play		Penguin

NOTE: Including Open Educational Resources in the reading list is recommended