

EDUCATION 362, SECTION 1: CLASSROOM MANAGEMENT TECHNIQUES
AND STRATEGIES
3 credits

University of Wisconsin – Stevens Point
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Office Hours: Mondays/Wednesdays 2:00 pm - 3:00 pm, or by appointment
Lecture: Mondays/Wednesdays 9:30 am - 10:45 am, CCC 231
Prerequisite: Educ 351/551 or Instructor Consent and Admission to Professional Education

REQUIRED TEXT: Scheuermann, B. K. & Hall, J. A. (2016). Positive behavioral supports for the classroom. 3rd Ed. Boston: Pearson. ISBN 978-0-13-380481-2

Purpose and Description of Course:

This course is designed to prepare the future teacher with a background in management procedures associated with an applied behavior analysis approach to teaching. Strategies associated with both student-specific as well as classroom-level management issues will be covered. Methods to evaluate the effectiveness of instructional procedures in the classroom, using student performance data to make instructional decisions, will be discussed. Throughout the semester, pre-service teachers will be required to examine their own behavior and attitudes and the potential impact of these beliefs upon their students. Finally, pre-service teachers will become knowledgeable about regulations and ethical issues associated with responding to the challenging behavior exhibited by some students.

Practicum

This course requires a 15-hour practicum in a classroom setting with children with exceptionalities. Practicum Experience Description: Students are to complete a minimum of **15 hours** in a program that is supervised by a certified special education teacher in which programming/instruction related to IEP goals are being implemented for students with exceptional educational needs. For example, the hours may be accrued in an inclusive classroom in which the special educator typically participates or in a special education pull-out setting.

The intent of this practicum experience is for you to observe classroom management in a live setting with real students. Your practicum experience will be written about in your **Final Reflection Paper**.

Course Objectives:

- The student will analyze research-based characteristics of student centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.
- The students will examine characteristics of students with disabilities and students who exhibit at-risk behavior and the effects of these characteristics on learning and development.
- The student will compare and contrast primary, secondary, and tertiary tiers and applicability of each in effective classroom management and positive behavioral interventions.
- The student will develop skills in the functional behavioral assessment and behavior intervention process.

General Course Policies:

- Submit ALL assignments by the posted due date to the appropriate Canvas DropBox, Discussion Board, or Quiz Tab.
- Complete the assigned readings and assignments **before** coming to class.
- Attend class regularly and be on time. You are allowed two absences without penalty. If you are absent more than twice, I will deduct 10 points for each absence. If you are absent 4 or more times, I will lower your final grade one letter grade. If you are late on a habitual basis, I will deduct 5 points for each tardy. E-mail me if you will be missing a class. I will deduct points for use of cell phones, texting, talking, sleeping, and leaving early, etc.
- Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.)
- Conduct yourself as a professional educator should conduct him/herself.
- All written assignments are to use 'people first' language.
- Assignment Format:
 - Type and double-space all written assignments
 - Size 12 point Times New Roman Font.
 - Your name should be in on the paper.**
 - Use proper spelling, punctuation and grammar. **Proofread** work before submitting it for a grade.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.

- e. Discuss questions regarding grades with me privately. Make an appointment or come to office hours to discuss your concerns.

I. Special Notes:

- a. UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document, and is intended to help establish a positive living and learning environment at UWSP. Click here for more information:
<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>
- b. Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism etc.) is taken very seriously. Don't do it! The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. For more information, see the UWSP "Student Academic Standards and Disciplinary Procedures" section of the *Rights and Responsibilities* document, Chapter 14, which can be accessed here:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>
- c. The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, visit:
<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way that I can. For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.
- d. Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.
- e. Inclement Weather Policy: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. **Use your own judgment and always remember your safety comes first.**

- f. edTPA is a pre-service teacher performance assessment. Certain assignments in this course have been developed with special attention for you to practice for parts of the edTPA portfolio. Although edTPA is an assessment, what must be done for it should be viewed as what good teachers do.

Assessment & Grading:

- 1) In-class work (participation, activities) 100 pts**
- 2) Chapter Quizzes (10 pts each; 120 pts total)**
- 3) Functional Behavioral Assessment and Behavior Intervention Plan (30pts)**
- 4) IRIS module assessments (20 pts each; 40 pts)**
- 5) Procedure Lesson plan (15 pts)**
- 6) Social Skills Lesson plan (15 pts)**
- 7) edTPA Lesson and Assessment Commentary (40 pts)**
- 8) Classroom management plan* (50pts)**
- 9) Final - Reflection Paper (50 pts)**
- 10) Practicum Hours Log and Evaluation (10 pts)**

Grading Scale: (This is not a traditional grading scale, but one designed for students who are majors or minors in their elected fields of study.)

Grading Scale				
100%-96= A	87%-89 = B+	77%-79 = C+	67%-69 = D+	63% & BELOW=F

90%-95 = A-	84%-86 = B	74%-76 = C	64%-66 = D	
	80%-83 = B-	70%-73 = C-		

Tentative Schedule:

Date	Tentative Topic	Readings Due (for class)	Assignments Due BEFORE class
Sept 4	Syllabus		
Sept 9	Chapter 1 What is your management style?	Chapter 1	Chapter 1 Quiz
Sept 11	Chapter 2 Theoretical Models	Chapter 2 Greene (2008)	Chapter 2 Quiz
Sept 16	Chapter 3 SW-PBIS	Chapter 3	Chapter 3 Quiz Bring in examples/artifacts of SW-PBIS to share/discuss
Sept 18	Chapter 4 Rules/Procedures	Chapter 4	Chapter 4 Case Study
Sept 23	Chapter 4 Procedures		Philosophy Due* Chapter 4 Quiz
Sept 25	Chapter 5 Learning Environments	Chapter 5	Chapter 5 Quiz

Sept 30	Chapter 5 (time management)		
Oct 2	Chapter 6 High Quality Teaching	Chapter 6	Chapter 6 Quiz Rules/Procedures Due*
Oct 7	Chapter 7 Behavior Monitoring	Chapter 7	Chapter 7 quiz
Oct 9	Chapter 7 Behavior Monitoring	Chapter 7	Procedure Lesson Plan Due*
Oct 14	No Face-to Face Class	IRIS Module Assessment Questions	Due 10/14 at 11:59 pm
Oct 16	Chapter 7 Behavior monitoring		Classroom Culture and Layout Due*
Oct 21	Chapter 8 FBA	Chapter 8	Chapter 8 quiz BRING LAPTOP TO CLASS
Oct 23	Chapter 8 FBA	Chapter 8	BRING LAPTOP TO CLASS

Oct 28	Chapter 8 Challenging Behaviors		BRING LAPTOP TO CLASS
Oct 30	Chapter 9 Social Skills	Chapter 9	Chapter 9 Quiz
Nov 4	Chapter 10 Reinforcement	Chapter 10 Anderson & Spaulding (2007)	Chapter 10 Quiz
Nov 6	Chapter 10 Reinforcement		Reinforcement Plan Due*
Nov 11	SEL Mindfulness and Meditation	DPI SEL Website	FBA/BIP Due Social emotional quiz
Nov 13	Chapter 11	Chapter 11	Chapter 11 quiz
Nov 18	Chapter 12	Chapter 12	Chapter 12 quiz
Nov 20	edTPA		Social Skills Lesson plan due

Nov 25	edTPA		
Nov 27	No Face-to-Face class	IRIS Module Assessment questions	Due Nov 27 by 11:59 pm
Dec 2	No Face to Face		Work on edTPA assignment
Dec 4	Crisis Model		
Dec 9	Legal Issues		Lesson Commentary and Assessment Due
Dec 11	Wrap-up		Action Plan Due*
Dec 17			Final Reflection Paper Due

Standards Addressed in this Course:

UWSP School of Education Learning Outcomes:

At the completion of this course, students who have committed to active engagement will be able to

- Analyze current issues related to classroom management in written format.
- Prepare a Functional Behavioral Assessment for a described learner.
- Prepare a Behavior Intervention Plan for a described learner.
- Prepare a Manifestation Determination for a described learner.
- Identify the key components of Applied Behavioral Analysis.
- Identify and explain commonly utilized classroom management methods.
- Identify and explain major features of PBIS.
- Utilize common data collection methods.

- Prepare a behavioral observation for a described diverse learner.
- Develop a classroom environmental plan for a future classroom and explain how it equitably engages all learners including diverse learners.

InTASC (The Interstate Teacher Assessment and Support Consortium) Standards:

Standard #1: LEARNER DEVELOPMENT

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performances

1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Critical Dispositions

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2: LEARNING ENVIRONMENTS

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances

3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

Essential Knowledge

3(j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3(k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routine, and organizational structures.

Critical Dispositions

3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3(r) The teacher is a thoughtful and responsive listener and observer.

Standard #5: APPLICATION OF CONTENT

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Critical Dispositions

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 9: PROFESSIONAL LEARNING AND ETHICAL PRACTICE

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Essential Knowledge

9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

Critical Dispositions

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

Standard #10: LEADERSHIP AND COLLABORATION

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning.

10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of students.

10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

Essential Knowledge

10(f) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10(n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

Critical Dispositions

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectation and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

Cross Categorical Certification Course Objectives:

Philosophical, historical, and legal foundations of special education including:

- ✓ The current legislation, regulations, policies, litigation, and ethical issues related to the provision of educational services (e. g. due process, continuum of services, assessment, discipline, inclusive education, supplemental services and supports, specialized health care needs, assistive technology) for students with disabilities.
- ✓ The rights and responsibilities of parents, students, teacher, and other professionals as related to student learning needs and educational programs.
- ✓ ***The characteristics of learners including:***
- ✓ The various etiologies of medical, psychiatric, neurological and language disorders and how these impact the emotional/behavioral, physical sensory, cognitive, communication, learning, and social functioning of student with disabilities.
- ✓ The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
- ✓ The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.

Assessment, diagnosis, and evaluation including:

- ✓ The appropriate application and interpretation of informal tests and other evaluation materials (e. g., teacher-made tests, curriculum-based surveys, inventories, observation, interviews).

Instructional content and practice including:

- ✓ Learning theory and effective research-based instructional strategy application.
- ✓ Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.

Planning and managing the teacher and learning environment including:

- ✓ Research-based information on basic classroom management theories, methods, and strategies.
- ✓ Characteristics of environments (e. g. materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.

Common environmental and personal barriers that hinder accessibility and acceptance of students with disabilities including:

- ✓ Designing, structuring, and managing daily routines including transition time for students, staff, and the instructional setting.

Managing student behavior and social skills/interactions including:

- ✓ Theories of behavior as they relate to students with disabilities.

Planning, implementing, and evaluation of group and individual behavior management strategies, that include:

- ✓ Rules, regulations, procedural safeguards including ethics, least intensive intervention, and cultural issues.
- ✓ Problem solving and conflict resolution.
- ✓ Data collection.
- ✓ Classroom routines and rules, and environmental modifications.
- ✓ Generalization and maintenance of skills.
- ✓ Integrating behavior management into the curriculum
- ✓ Crisis prevention/intervention.
- ✓ Defining target behaviors.
- ✓ Teaching replacement behaviors.
- ✓ Identifying appropriate consequences on a continuum.



UW-Stevens Point
 Professional Education Program
 Dispositions Model
 Adopted 11/29/10

