

EDUC 362

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Classroom Management Techniques and Strategies Fall 2018

Section 1
Monday/Wednesday
2:00 pm-3:15 pm CCC 224

Prerequisites	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. 3 rd Ed. Boston: Pearson. ISBN 978-0-13-380481-2

COURSE DESCRIPTION

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.

Course Objectives

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions in how you:

1. The student will analyze research-based characteristics of student centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.
2. 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.
3. The student will compare and contrast primary, secondary, and tertiary tiers and applicability of each in effective classroom management and positive behavioral interventions.
4. The student will develop skills in the functional behavioral assessment and behavior intervention process.

WHAT'S IN THIS SYLLABUS

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COURSE Evaluation



- Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. Course requirements are designed to help you foster proficiencies for successful teaching.
- All the assignments are listed in the **D2L**. Directions and rubrics for all the assignments are listed in **D2L** too. Please read the directions and rubric for each assignment carefully. All assignments must be submitted via **D2L** unless otherwise indicated.
- All submissions must be typed using **12-point Times New Roman** font, with **1 inch margins** on all sides. Please put your **NAME** on your paper.
- All written assignments are to use 'people first' language.
- Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- Complete the assigned readings **before** coming to class.
- 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.
- Discuss questions regarding grades with me privately. Make an appointment or come to office hours to discuss your concerns.
- I'm always happy to answer questions on an assignment, please don't hesitate to ask.

#	Assignments	Points Possible	Due	
1	Double Entry Journal	60	varies	Classtime
2	IRIS Modules (2 x 20 points each)	40	Oct. 17; Nov 7	11:59 pm
3	Data collection and analysis	50	Nov 12	11:59 pm
4	ABC/FBA/BIP	30	Nov 19	11:59 pm
5	edTPA lesson analysis	20	Dec. 10	11:59 pm
6	Classroom Management Plan	100	ongoing	
7	Research Project	50	Dec 12	
8	Practicum Reflections	60	All three by Dec 17	
9	Practicum Hours Log/Evaluation/e-Portfolio	20	Dec 17	
10	Attendance/Participation	60	End of course	
	Total	490		

GRADING SCALE

96-100% = A	77-79.9% = C+
90-95.9% = A-	74-76.9% = C
87-89.9% = B+	70-73.9% = C-
84-86.9% = B	67-69.9% = D+
80-83.9% = B-	64-66.9% = D
	Below 63 = F

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Double Entry Journal

We will discuss the assigned reading in class. As a scholar and professional teacher candidate, it is your responsibility to complete the readings before attending class. Using a double entry journal will help you read critically and be ready to discuss the readings in class. You may use this journal as a study guide for the mid-term and final. The journals will be checked randomly.

Procedure Lesson Plan

This lesson plan is geared toward teaching your class an important procedure you want to teach them in the first week of school. To avoid duplicates, you will sign up for a procedure under the Discussions tab on D2L. There is a lesson plan template to help you complete the lesson plan. Use this opportunity to incorporate your emphasis and/or preferred grade level in this assignment. Please see the assignment directions and rubric in D2L. Finally, this will be submitted to the discussion tab in D2L.



"I wouldn't say your son is a bad child.
He's gifted at disruptive behavior."

IRIS Modules

There are two IRIS modules to complete in lieu of chapter readings. The assessment questions at the end of the module are due to the corresponding D2L dropbox before class. We will discuss the module in class.

You will complete one IRIS module (Evidence Based Practices) to gain professional knowledge about EBP's. This assignment does not require you to complete the assessment questions. We will discuss the module in class.

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Social Skills Lesson/Lesson and edTPA Lesson Analysis

You will write a social skills lesson plan that you would want to teach in your future class following the edTPA lesson format.

Using your social skills lesson plan – you will complete an analysis of the plan’s effectiveness and how it stands up to an edTPA rubric.

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"I like how Bonnie's not stepping on my last nerve."

ABC/FBA/BIP

Special educators are expected to complete an Functional Behavior Analysis (FBA) and a Behavior Intervention Plan (BIP) on students who demonstrate behavior that impedes their learning. For this assignment, you will use a case study to complete an ABC data sheet, an FBA, and a BIP that show reflection on the students behavior, the functions of their behavior and thoughtful analysis on the interventions and replacement behaviors needed to improve the student’s behavior.

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Classroom Management Binder

The purpose of this assignment is to give you a foundational classroom management plan for your future classroom. The following elements are included in this plan: classroom management philosophy, selected rules, reinforcements, and consequences, classroom layout and culture plan, reinforcement selection and schedule, procedure lesson plan, procedures list, and reflection. Use this opportunity to incorporate your emphasis and/or preferred grade level in this assignment. Please see the assignment directions and rubric in D2L.



Evidence-Based Practice Paper/ Presentation

You will choose an evidence based practice to research, write a paper, and present to the class. This evidence based practice can be in the area of classroom management or social skills. It can be a practice, such as praise, or a program like Second Step. The presentation will be in the style of Poster presentations at a conference.

Practicum

This course requires a 15-hour practicum in a classroom setting with children with exceptionalities. There will be three practicum reflection papers due throughout the semester. The intent of this practicum experience is for you to observe classroom management in a live setting with real students. Please see the assignment directions and rubric in D2L.

COURSE POLICIES



Attendance

Attendance in the class is mandatory. Each class will involve discussion of the readings, mini-lectures, and in-class projects and activities. It is in your best interest to attend every class, and to participate *actively*. When you are absent from class, the class as a whole and you as an individual miss an opportunity to learn. However, I also understand that emergencies and illnesses occur and those events may cause you to miss class. You are allowed only **2** absences for illness or personal emergency from this course.

At the end of the course, if you miss **2 or less** classes, you will receive full **10 pts** for attendance; and after the **second class** missed you will have deduction of **1 point** for each class missed. More than **4** absences are a serious cause for concern; they will necessitate a conference with me and may result in a failing grade for the course.

Special Notes

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/>.

Accommodations for religious observances: Students will be allowed to complete requirements that are missed because of a religious observance.

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.

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.

COURSE POLICIES



Academic Integrity

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>

Professional Expectations

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>

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"I TURNED IN MY HOMEWORK TWO DAYS LATE,
BUT NORMALLY IT'S FOUR DAYS LATE,
SO TECHNICALLY IT'S EARLY!"

Late Assignments

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. An assignment completed no more than 48 hours late can receive no more than 80% of the points possible. An assignment completed no more than 1 week late can receive no more than 60% of the points possible. After 1 week, I usually refuse to accept a late assignment.

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Assignment	Due Date
Sept 5	Introduction			
Sept 10	Behavior Assumptions What is your management style?	Chapter 1	Management style DEJ #1	Class
Sept 12	Theoretical Models	Chapter 2 Green (2008)	DEJ #2	Class
Sept 17	School Wide PBIS	Chapter 3	DEJ #3	Class
Sept 19	Rules/Procedures	Chapter 4	DEJ #4 Classroom Management philosophy due*	DEJ—class Philosophy—11:59 pm
Sept 24	Rules/Procedures	Chapter 4		
Sept 26	Learning Environments	Chapter 5	DEJ #5	Class
Oct 1	Learning Environments	Chapter 5	Statement of Purpose/Rules/Procedure	11:59 pm
Oct 3	High Quality Instruction	Chapter 6	DEJ #6	Class
Oct 8	Reinforcement	Chapter 10	DEJ #7 Classroom culture and layout assignment due	DEJ—Class Culture/layout—11:59 pm
Oct 10	Reinforcement	Chapter 10		
Oct 15	Specific Reinforcement	Chapter 11	DEJ #8	Class
Oct 17	IRIS Module	Classroom Management Plan Part 2	IRIS Assessment Questions	Oct. 19, 11:59 pm
Oct 22	Specific Reinforcement	Chapter 11		
Oct 24	Social Skills	Chapter 9	DEJ #9 Reinforcement Plan	DEJ—Class Plan—11:59 pm
Oct 29	Mindfulness in the classroom			
Oct 31	Behavior Monitoring	Chapter 7	DEJ #10 Social skills lesson plan due*	DEJ—Class Social Skills—11:59 pm

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates	
Nov 5	Behavior Monitoring			
Nov 7	IRIS Module—FBA		IRIS assessment questions	Nov 9, 11:59 pm
Nov 12	Behavior Monitoring/FBA	Chapter 8	DEJ #11 Data Collection and analysis	DEJ—Class Data—11:59 pm
Nov 14	FBA			
Nov 19	Graphing Data/BIP		Action Plan	11:59 pm
Nov 21	Evidence Based Practice—IRIS Module		Nothing Due	
Nov 26	Evidence Based Practices edTPA Lesson Analysis	Simonsen et al	Data/FBA/BIP Due	11:59 pm
Nov 28	Behavior Reductive Strategies	Chapter 12	DEJ #12 edTPA Lesson Analysis	DEJ—Class Analysis—11:59 pm
Dec 3	Crisis			
Dec 5	Behavior and the law			
Dec 10	In class Presentations Putting your plan together			
Dec 12	In class Presentations		Research project due	11:59 pm
Final	Dec 17, 2018 2:45—4:45		Practicum Hours log/evaluation/ reflections/e-Portfolio due Classroom management plan Reflection DUE	5:00 pm

See Standards document for applicable standards addressed in this course.