

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

Syllabus
Fall 2022

Mondays/Wednesdays 3:30 - 4:45 pm, CPS 326

Instructor Name: Dr. Sydney Bueno

Office Location: CPS 442

Office Hours:

Office #: 715-346-2354

Email: sbueno@uwsp.edu

You can make an appointment with me using the following link:

<http://meet-with-dr-bueno.appointlet.com>

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Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement and/or through email.

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. Students will practice collecting data and writing a functional behavior analysis and behavior intervention plan. 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. **This course requires a 15-hour Pre-Clinical Experience in a classroom setting with children with exceptionalities.** 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 Pre-Clinical Experience experience is for you to observe classroom management in a live setting with real students. Your Pre-Clinical Experience experience will be written about in a Reflection Paper.

Learning Outcomes/Essential Questions

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. Students will analyze research-based characteristics of student-centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.

Connects to: *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2. 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.

Connects to: *CEC Standard 1 - Learner Development and Individual Learner Differences.* Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

3. Students will create a basic classroom management plan using information gained through readings, activities, and their Pre-Clinical Experience experience.

Connects to: *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

4. Students will develop skills in the functional behavioral assessment and behavior intervention process.

Connects to: *CEC Standard 4: Assessment.* Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

5. Students will synthesize classroom learning with their Pre-Clinical Experience experience in a written summative paper.

Connects to: *CEC Standard 5 - Instructional Planning and Strategies.* Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Students will be able to answer the following Essential Questions surrounding Classroom Management and Behavior:

1. What do I believe about behavior, classroom management, and children’s ability to control their behavior? How does that align with research?
2. How can I create a classroom environment, including a behavior plan, that provides safety and support and is conducive to learning for all students?
3. What evidence based practices and strategies can I use to support students who are at-risk or have disabilities that affect behavior?

Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Data Collection/FBA/BIP	Students will collect data on a real or case study student and then create a functional behavior analysis and behavior intervention plan to support the student’s learning.	50/12.5%	1, 2, 4, 5
Joy Toolbox	Students will create a joy toolbox and share it in class	10/2.5%	1, 2, 3, 4, 5
Classroom Management Plan *Need 80% or higher for student teaching	Students will create a beginning Classroom Management Plan including: Philosophy, culture and layout, rules, procedure lesson plan, reinforcements, and strategies.	150/37.5%	1,2, 3, 5

Pre-Clinical Experience Reflection Paper and Pre-Clinical Experience hours/evaluation *need to successfully pass course	Students will write a summative reflection paper in which they synthesize classroom learning with their Pre-Clinical Experience	70/17.5%	1, 2,5
Attendance/ Participation	Attend class regularly and be on time. Students will earn participation points for in-class activities.	120/30%	1, 2, 3, 4, 5
Total points	*I will preview assignments ahead of time with prior arrangements OR to allow you to resubmit assignments on a case-by-case basis	400/100%	

Dispositions:

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](#) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

Required Course Materials

REQUIRED TEXT: Wheeler, J.J. & Richey, D.D. (2019). Behavior Management: Principles and Practices of Positive Behavior Supports, 4th Ed. Pearson.

Technology Guidelines

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. **Unless we are using cell phones for a class activity, please turn off your phone during class;** I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

Addressing Offensive or Archaic Language in Class

Throughout this class, some of our readings and examples are historical and may use archaic offensive language. I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. Ask that you do the same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

96 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 95% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me : sbueno@uwsp.edu

Office hours

You can make an appointment with me using the following link:
<http://meet-with-dr-bueno.appointlet.com>.

Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.***

In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. **It is expected that you come to class prepared - you've completed the reading/assignment for the day, and taken notes to remind yourself of the salient points of the reading when necessary.**

If you need to miss class due to COVID-19 exposure or an illness - please email me two hours prior to class and I will provide a zoom link for you to attend class. Points for in-class activities that cannot be completed on zoom will need separate arrangement with me. Please use this accommodation as needed, but do not abuse it. It is expected that you are doing your best to limit your exposure.

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. If you cannot make it to class due to weather, you can email me two hours prior to class for a zoom link.**

If you need to miss class for any reason and you want to make-up the points, please contact me at least two hours BEFORE the absence and we will arrange a make-up assignment. Please use this accommodation as needed, but do not abuse it. It is expected that your priority is to attend classes in person.

If there is an **emergency** and you cannot notify me of your absence ahead of time, please let me know as soon as possible and we will make arrangements to cover the information you missed. Please use this accommodation as needed, but do not abuse it. It is expected that an emergency can happen, but they do not happen often.

Partial class attendance will result in partial participation points. It is expected that your priority is to attend classes in person.

Absences without prior notification will result in zero participation/activity points without opportunity for make-up.

Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

Quality Participation

As in all university courses, attendance and participation are important measures of student success. In this course, your participation is recorded as a grade that will be factored into your final point value. Class participation is a very important part of the learning process in this course. I encourage you to be active in every class session. This participation grade serves as a way to credit you with the effort and work you are putting into the class in and out of the classroom. However, I understand that we all have different levels of comfort regarding speaking in class. Participation will thus be counted as speaking to the whole group, in smaller groups, and completing in-class activities. If you are fully engaged in at least two of those three activities, you will earn full points. If you are not participating at any of those levels you will not earn points.

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extreme circumstances (i.e an emergency), an assignment can be turned in late for full credit if the student has obtained permission from me and the assignment is turned in on the agreed upon due date.**

To prepare you for the realities of teaching, IEP compliance, reporting periods, etc, **I will not accept an assignment after the due date if the circumstances are 1) not extreme or 2) not agreed upon ahead of time.**

Basic Needs Policy

Your safety and well-being are important, and even though I ask you to make this course and your learning a priority, I understand when there are times that you cannot. Anyone can find themselves facing mental health, financial, or safety issues at any time. If you experience obstacles this semester that prevent your attendance or learning, feel free to reach out to me if you are comfortable. I will provide the support and resources that I can. If you experience issues with food, housing, or personal safety, I urge you to contact the Office of the Dean of Students for support.

<https://www.uwsp.edu/dos/Pages/virtual-dos.aspx>

Emergency Procedures

In the event of a medical emergency call 9-1-1 or use campus phone **[list location in room or nearest your classroom]**. Offer assistance if trained and willing to do so. Guide emergency responders to victim.

- In the event of a tornado warning, proceed to the lowest level interior room without window exposure at **[list primary location for shelter closest to classroom,]**. See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).

- In the event of a fire alarm, evacuate the building in a calm manner. Meet at **[state logical location to meet 200 yards away from building]**. Notify instructor or emergency response personnel of any

missing individuals.

· Active Shooter – RUN. HIDE. FIGHT. If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency response at UW-Stevens Point.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring

Advising

Safety and General
Support

Health

Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646
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UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.
- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course

- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the [Dean of Students webpage](#) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page](#).

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

COVID-19 Policy

COVID Addendum (1/9/2022)

COVID - For your health and safety, UW-Stevens Point:

- The health and safety of our students, faculty and staff are top priorities at UW-Stevens Point. We are committed to addressing concerns regarding the 2019 novel coronavirus (COVID-19) and will continue to provide information on how we are slowing the spread on our campus.
- **All students, employees and visitors to any UW-Stevens Point campus or facility are required to wear face coverings when inside campus buildings and enclosed spaces with others outside of your household (e.g., in a UWSP vehicle).** This policy is in effect until Feb. 1, 2022, at least because of increasing COVID-19 transmission rates in counties where UW-Stevens Point is located. See the [chancellor's mask mandate](#).
- Questions? Call the university's **COVID hotline at 715-346-2619**, Monday through Friday from 7:45 a.m.-4:30 p.m., or email covid@uwsp.edu.
- Here is the full UWSP coronavirus page and links: <https://www.uwsp.edu/coronavirus/Pages/default.aspx>

Course Schedule*

Tentative Schedule:

Week/ Class	Date	Tentative Topic	In class Activities	Assignments/Due date and Time
Week 1 Class 1	September 7	Syllabus Getting to know you Class expectations		
Week 2 Class 2	September 12	Class expectations Joy Toolbox	Joy toolbox Sharing	Bring 3-5 things that bring you JOY Due: 9/12/2022 3:30 pm
Week 2 Class 3	September 14	Understanding Behavior Kids Do Well Statement of Purpose		Read Text Chapter 1 Read Greene (2008) article Due: 9/14/2022 3:30 pm
	September 18			
Week 3 Class 4	September 19 NO CLASS	Partnering with Families		Readings/Audio in canvas Parent Collaboration strategies Due: 9/19/2022 11:59 pm
Week 3 Class 5	September 21 NO CLASS	Classroom Culture		Readings/Audio in canvas Classroom Culture and strategies Due: 9/21/2022 11:59 pm

	September 25			
Week 4 Class 6	September 26	Legal Issues	In class activity - Legal Issues	
Week 4 Class 7	September 28	Rules and Procedures		Read Scheuermann and Hall Chapter 4 Due: 9/26/2022 3:30 pm
	October 2			Philosophy Due
Week 5 Class 8	October 3	Rules and Procedures		
Week 5 Class 9	October 5	High Quality Instruction		Read Scheuermann and Hall Chapter 6 Due: 10/12/2022 3:30 pm
	October 9			Rules and Procedures Due Procedure lesson plan Due
Week 6 Class 10	October 10	High Quality Instruction		
Week 6 Class 11	October 12	Collecting Data	In class activity - Data Collection	Read Alberto and Troutman Chapter 4 Due: 10/19/2022 3:30 pm
	October 16			Preventative Strategies Due
Week 7 Class 12	October 17	Collecting Data	In class activity - Data Collection	
Week 7 Class 13	October 19	Collecting Data	In class activity - Data Collection	
	October 23			

Week 8 Class 14	October 24	Finish Collecting Data		
Week 8 Class 15	October 26	Determining the Function of Behavior		
	October 30			
Week 9 Class 16	October 31	Writing the FBA/BIP	In class activity - writing FBA/BIP	
Week 9 Class 17	November 2	Writing the FBA/BIP	In class activity - writing FBA/BIP	
	November 6			
Week 10 Class 18	November 7	Finish FBA/BIP	In class activity - writing FBA/BIP	
Week 10 Class 19	November 9	Reinforcements		
	November 13			Data/FBA/BIP Due
Week 11 Class 20	November 14	Reinforcements		
Week 11 Class 21	November 16	Minimizing Challenging Behavior		In text Chapter 11 Due: 11/23/2022 3:30 pm
	November 20			Reinforcement plan Due
Week 12 Class 22	November 21	Minimizing Challenging Behavior		
Week 12 Class 23	November 23	Teaching Positive Replacement Behaviors		Read In text Chapter 10 Due: 12/5/2022 3:30 pm

	November 27			
Week 13 Class 24	November 28	Teaching Positive Replacement Behaviors		
Week 13 Class 25	November 30	Acting out cycle		
	December 4			
Week 14 Class 26	December 5	Self-Management		
Week 14 Class 27	December 7	Social Skills		
	December 11			Self Management/Individual strategies Due Pre-Clinical reflection and hours log Due
Week 15 Class 28	December 12	SEL/Trauma Informed Practices		
Week 15 Class 29	December 14	Seclusion and Restraint	Review Final Case Study	Read Otten and Tuttle Chapter 18 Due: 12/14/2022 3:30 pm
	December 18			Social Skills/SEL strategies Due Reflection/Action plan due
	Finals week December 19-22			
	Monday, December 19			Classroom Management Plan due to Discussion Board

