

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

University of Wisconsin – Stevens Point
Fall 2016

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Office Hours: Mondays 12:30 – 1:30 pm and Thursdays 1:00 – 2:00 pm or by
appointment
Lecture: Thursdays, 3:00 – 5:30 pm, CPS 229
Prerequisite: Educ 351/551 or Instructor Consent and Admission to Professional
Education

**REQUIRED TEXT: Effective Classroom Management (2nd Edition). Hardin, C. J.
(2008). Upper Saddle River, New Jersey: Pearson.
ISBN#: 978-0-13-199808-7**

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.

General Course Policies:

Late Work: All decisions related to submission of late work, make-up work, re-submission of work, and grades are at my full discretion and will be based on the situation of the individual student.

Students with a Disability: Any student seeking accommodations for a disability must contact me within the **first two weeks** of the semester and present appropriate documentation at that time.

Disability Services may be accessed through the following link:

<http://www.uwsp.edu/disability/Pages/toQualifyForDisabilityServices.aspx>

The Americans with Disabilities Act (ADA) requires state and local governments and places of public accommodation to furnish appropriate auxiliary aids and services where necessary to ensure effective access and communication for individuals with disabilities, unless doing so would result in a fundamental alteration to the program or service or in an undue burden. Therefore, UWSP, in conjunction with its cooperating schools and agencies, is accessible to teacher candidates with disabilities and will make every attempt to provide reasonable accommodations for qualified individuals with disabilities.

Plagiarism: The act of plagiarism means to take the work of another person and submit that work as your own. In a scholarly institution, such as a university, this is a breach of personal integrity and professional ethics and can be cause for failure of a course and even dismissal from the university. Whenever you are utilizing the work of another individual as a basis for your own work, you must give credit to the individual with the original idea. This may be accomplished through the process of directly quoting and citing the work of an individual or paraphrasing the ideas of the individual with accompanying citation.

Use of Electronics in Class: If you have with you a smartphone, tablet, or laptop, those items should only be utilized for supporting class discussion and assignments. Playing games and conducting internet searches unrelated to the course content demonstrates a lack of respect for your classmates, professor, and the learning process.

UWSP Bill of Rights and Responsibilities:

Please check this document which has been uploaded to D2L to review your rights as a student along with your responsibilities.

Course Performance Task(s):

Functional Behavioral Assessment
Behavior Intervention Plan
Case Study

All work should be written in “People First” language.

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 expectations 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. (Sessions 1, 2, 3, 4, 7, 8, 9. Assignment 3).
- ✓ The rights and responsibilities of parents, students, teacher, and other professionals as related to student learning needs and educational programs. (Sessions 2, 3, 4, 6, 7, 8, 10, 13. Assignment 3.)

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. (Sessions 2, 3, 6, 11. Assignments 1, 2, 4, 5).
- ✓ The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities. (Sessions 2, 3, 4, 6, 7, 8, 10, 13. Assignments 3, 6).

- ✓ The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities. (Sessions 2, 3, 6, 11. Assignment 6).

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). (Sessions 3, 7, 10. Assignments 3, 7).

Instructional content and practice including:

- ✓ Learning theory and effective research-based instructional strategy application. (Sessions 11, 12, 13, 14, 15. Assignment 6).
- ✓ Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations. (Sessions 2, 3, 4, 7, 8, 9. Assignments 5, 7).

Planning and managing the teacher and learning environment including:

- ✓ Research-based information on basic classroom management theories, methods, and strategies. (Sessions 5, 6, 7, 8. Assignment 4).
- ✓ Characteristics of environments (e. g. materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students. (Sessions 8, 9, 10. Assignment 6).

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. (Sessions 10, 11, 12, 14, 15. Assignment 6).

Managing student behavior and social skills/interactions including:

- ✓ Theories of behavior as they relate to students with disabilities. (Sessions 2, 3, 4, 6, 7, 11. Assignments 1, 2).

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. (Sessions 1, 2, 3, 4, 7, 9, 10. Assignments 3, 6, 7).
- ✓ Problem solving and conflict resolution. (Session 2, 10. Assignments 3, 6, 7).

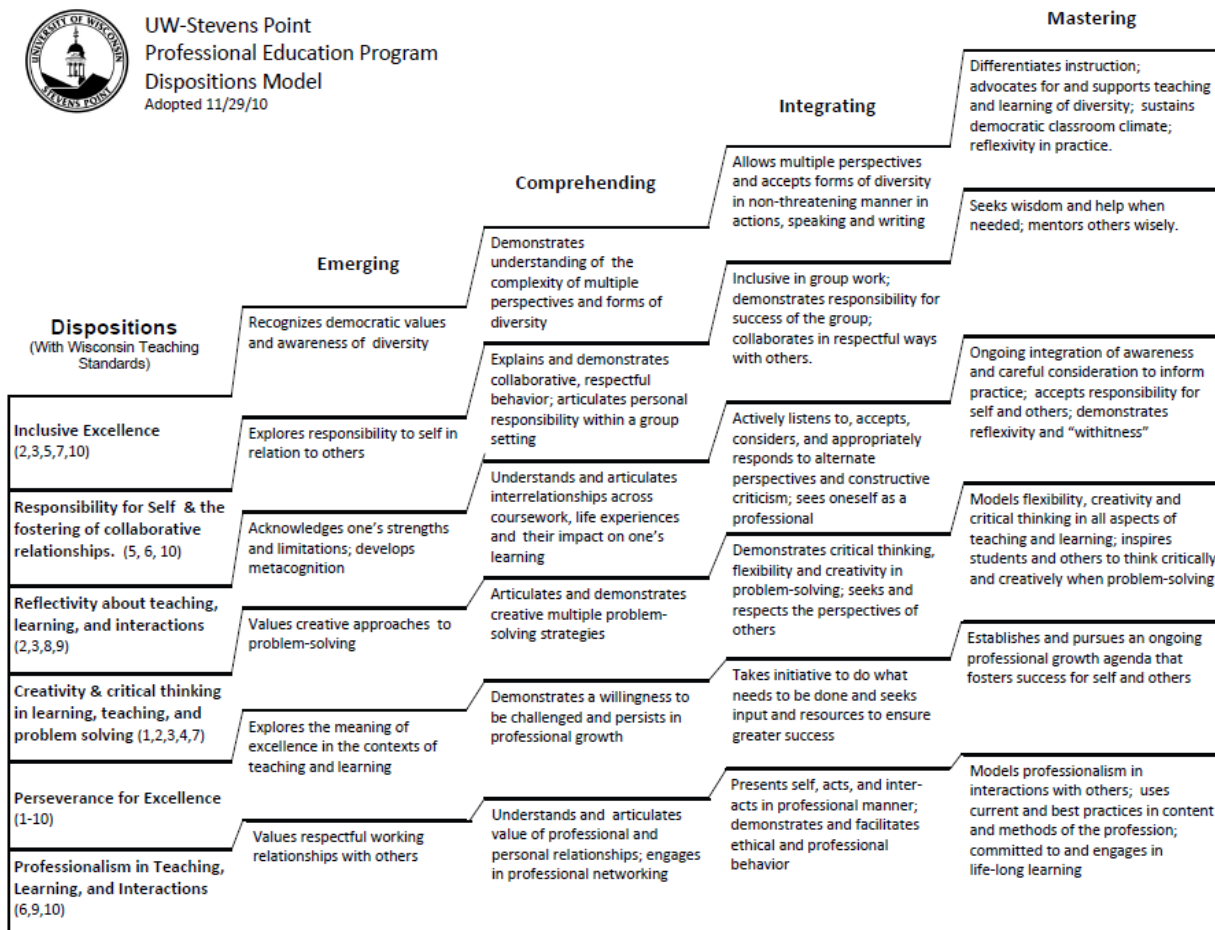
- ✓ Data collection. (Sessions 1, 2, 6, 7, 8, 9. Assignments 3, 6, 7).
- ✓ Classroom routines and rules, and environmental modifications. (Sessions 3, 8, 9, 10, 11, 12, 13, 14. Assignments 5, 6, 7).
- ✓ Generalization and maintenance of skills. (Sessions 2, 3, 6, 7, 8, 9. Assignment 3, 5, 6).
- ✓ Integrating behavior management into the curriculum. Sessions 8, 9, 10, 11, 12, 13, 14, 15. Assignments 3, 5, 6).
- ✓ Crisis prevention/intervention. (Sessions 3, 4, 7, 11. Assignment 3).
- ✓ Defining target behaviors. (Sessions 1, 2, 3, 4, 5. Assignments 3, 5, 6.)
- ✓ Teaching replacement behaviors. (Sessions 6, 7, 8, 9, 10, 11, 12, 13, 14, 15. Assignments 3, 6).
- ✓ Identifying appropriate consequences on a continuum. Sessions 1, 2, 3, 8. Assignments 4, 6).

Course Expectations:

- a. Submit ALL assignments by the posted due date to the appropriate D2L DropBox, Discussion Board, or Quiz Tab.
- b. Assignments received after the due date will be downgraded by 10% from the earned grade.
- c. Complete the assigned readings **before** coming to class.
- d. Attend class regularly and be on time. You are allowed one absence without penalty. **Missing more than two classes will result in the lowering of your grade by 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.
- a. Participate in class discussions and activities. (Active participation in class is an important part of the learning process and development of educational professionalism.)
- b. Conduct yourself as a professional educator should conduct him/herself.
- c. All written assignments are to use 'people first' language.
- d. Assignment Format:
 - i. Type and double-space all written assignments
 - ii. Size 12 point Times New Roman Font.
 - iii. Use proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- a. 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.

UW-Stevens Point School of Education Dispositions Document:



Frequently Asked Questions

What does being graded on preparation mean?

It means that you have **read all the assigned material before class** and thought about the issues presented in those readings. You have also printed out copies of any material you may need to bring with you. You come to all appointments on time with the materials you need. At the university level, it is expected that students will do two hours of outside preparation for each hour of class.

What does being graded on participation mean?

It means that after you have completed the required preparation, you become an **active member** of the class. You ask questions and comment when other students have questions. At the university level, ideas should be shared so that class members can learn from each other. If you rarely comment in class, but you listen and learn, you will receive some participation points.

What does it mean to be an effective group member?

It means you attend all group meetings and do your share of the work. You listen to what other group members think and collaborate with them in completion of your assigned task. You compromise effectively without allowing yourself to be intimidated. The ability to work collaboratively with colleagues is an integral part of being a member of a faculty and is one of the skills on which your principal will evaluate you.

Assessment & Grading:

All students are required

- 1) to attend class regularly, be on time, and participate in class discussions and activities. Active participation in class is an important part of the learning process and development of educational professionalism. If you will be missing a class, a phone call or e-mail message to the instructor is appropriate. Students who are “no shows” will be given provisional consideration for make-up work by the instructor. All decisions relating to point assignment for absent students are at the discretion of the instructor (**50 pts possible; deduction of 5 pts for each class missed**). Directions for a make-up assignment for one session can be found on D2L. Make up assignments may only be handed in up to one week after the missed class session.
- 2) to participate in class **discussions and projects. (25 pts)**
- 3) to practice and implement **effective participation** in group work. (**25 pts**)
- 4) to complete all **assigned readings** (Quick writes). (**25 pts**)
- 5) IRIS module assessments. (**20 pts each; 40 pts**)
- 6) to develop a **Functional Behavioral Assessment. (15 pts)**
- 7) to develop a **Behavior Intervention Plan. (15 pts.)**
- 8) to write one **Mid-term Research Project** which reviews three evidence based management systems. (**45 pts**)
- 9) to develop a Classroom Management Plan: You will design a classroom management plan that includes intended grade level, management philosophy, and sample procedure lesson plan, Parent letter outlining the following: rules, consequences, procedures, home/school communication plan, (**100 pts – 10 points for each item + 30 points for final edits/revision/compilation**).
- 10) to develop a **Case Study/microteaching** utilizing classroom management techniques. This case study will be shared in class. (**25 pts/group grade**)
- 11) Final exam. (**100 pts**)

Personal Grade Tracker

Assignment	Points Possible	Points Earned
Attendance & Participation	75	
Readings / Quick Writes	25	
IRIS modules	40	
FBA/BIP	30	
Mid-Term Research Project	45	
Classroom Management Plan	100	
Case Study/microteaching	25	
Final Exam	100	
Total	440	

Grading Scale

100% -94% = A	87%-89% = B+	77%-79% = C+	67%-69% = D+
	84%-86% = B	74%-76% = C	64%-66% = D
90%-93% = A-	80%-83% = B-	70%-73% = C-	63% & below = F

Tentative Schedule:

	Date	Topic	Assignment
1	9/8	Introduction <ul style="list-style-type: none"> Syllabus overview Chapter 1 	Student Survey
			<ul style="list-style-type: none"> Classroom rules & Teaching Plan due 9/14 by 11:59 pm
2	9/15	Behavioral Approaches to Classroom Management <ul style="list-style-type: none"> Functional Behavior Analysis 	Chapter 2 Skiba et al. (2016)
			<ul style="list-style-type: none"> Reward/Consequences system due 9/21 by 11:59 pm
3	9/22	FBA cont'd BIP <ul style="list-style-type: none"> Conflict Resolution 	Chapter 12 LaCour & Tissington (2011)
			IRIS module Classroom Management part 1

			Assessment questions due 9/28 by 11:59 pm
4	9/29	PBS Overview <ul style="list-style-type: none"> Teaching Procedures 	Chapter 11
			<ul style="list-style-type: none"> FBA/BIP project due 10/6 by 11:59 pm
5	10/6	Building Community <ul style="list-style-type: none"> Teaching social skills Sign up for EBP presentations/paper 	Chapter 8 Knoff (2005)
			<ul style="list-style-type: none"> Classroom Procedures/ lesson plan due 10/12 by 11:59 pm
6	10/13	Classroom Organization and Management <ul style="list-style-type: none"> Manifest Determination Data Collection Conferencing 	Chapter 7
7	10/20	Positive Classroom Discipline	Chapter 4
8	10/27	Evidence based practices: Tools for the toolbox	Chapter 14 Student Presentations
			<ul style="list-style-type: none"> Research paper due 11/2 by 11:59 pm
9	11/3	Evidence based practices: Tools for the toolbox	Student Presentations
			<ul style="list-style-type: none"> IRIS module Classroom Management part 2 Assessment questions due 11/9 by 11:59 pm
10	11/10	Creating your own plan	Chapter 15
11	11/17	Collaboration <ul style="list-style-type: none"> School wide PBIS Parents Administration Paraprofessionals 	
			<ul style="list-style-type: none"> Management Philosophy & Parent letter due 11/30 by 11:59 pm

12	12/1	Collaboration cont'd	
			<ul style="list-style-type: none"> • Case Study/microteaching lesson due 12/7 by 11:59 pm
13	12/8	Case study/microteaching	
			<ul style="list-style-type: none"> • Classroom Management Plan due 12/14 by 11:59 pm
14	12/15	Final exam review	
15	Monday, December 19 5:00 – 7:00 pm	Final Exam	