

EDUC 362

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Office Hours: Tues, 11am–12pm or by appointment

Classroom Management Techniques and Strategies Spring 2018

Section 1

Monday/Wednesday

2:00 pm-3:15 pm CPS 326

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. 3rd 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
2	IRIS Modules	40	Feb 7; March 7
3	Mid-term	50	March 21
4	ABC/FBA/BIP	30	April 2
5	Lesson and Assessment Commentary	50	May 9
6	Classroom Management Binder*	100	ongoing
7	Final	30	May 17, 2018
8	Practicum Reflections	60	varies
9	Practicum Hours Log/Evaluation/e-Portfolio	20	May 17, 2018
10	Attendance/Participation	60	End of course
	Total	500	

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.

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Social Skills Lesson/Lesson and Assessment Commentary

This project will be completed in groups of 4-5. Groups will write a social skills lesson plan, record themselves teaching it (one person is the teacher, the others are students). Then the group will watch the video and write a lesson and assessment commentary based on the video. One person will hand in all four elements (video, lesson plan, lesson and assessment commentaries) to the drop box.

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

ABC/FBA/BIP

Special educators are expected to complete a 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 student's 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.



Mid-Term and Final Exam

There will be two exams based on the readings and class discussions. The exam may include: multiple choice, true/false, short answer/listing, or essay. Specific details regarding the exam will be discussed prior to exam date. Make-up exams will not be given without sufficient cause. We will use our journals as a study guide in class prior to the exam.

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 58, 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	Exam & Assignment Due Dates
Jan 22	Introduction		
Jan 24	Behavior Assumptions What is your management style?	Chapter 1	DEJ #1
Jan 29	Theoretical Models	Chapter 2	DEJ #2
Jan 31	School Wide PBIS	Chapter 3	DEJ #3
Feb 5	Rules/Procedures	Chapter 4	DEJ #4; Classroom Management philosophy due*
Feb 7	Iris Module		IRIS Module Assessment Due
Feb 12	Rules/Procedures	Chapter 4	Reflection #1 Due
Feb 14	Learning Environments	Chapter 5	DEJ #5
Feb 19	Learning Environments	Chapter 5	Rules/Procedure assignment due*
Feb 21	High Quality Instruction	Chapter 6	DEJ #6
Feb 26	Behavior Monitoring	Chapter 7	DEJ #7;
Feb 28	Behavior Monitoring	Chapter 7	Classroom culture and layout assignment due
March 5	Behavior Monitoring	Chapter 7	
March 7	Functional Behavior Analysis	IRIS Module	Reflection #2 due
March 12	Functional Behavior Analysis	Chapter 8	DEJ; #8
March 14	Graphing Data/BIP		ABC or other data Due
March 19	BIP/Mid-Term Review		Bring journals
March 21	Mid-Term		

TENTATIVE COURSE CALENDER

Dates	Topics	Before the class	Exam & Assignment Due Dates
April 2	Reinforcement	Chapter 10	DEJ #9; FBA/BIP Due
April 4	Reinforcement	Chapter 10	
April 9	Specific Reinforcement	Chapter 11	DEJ #10
April 11	Specific Reinforcement	Chapter 11	
April 16	Behavior Reductive Strategies	Chapter 12	DEJ #11; Reinforcement plan due*
April 18	Social Skills	Chapter 9	DEJ #12; Reflection #3Due
April 23	Social Skills lesson plan Record	TEC Article	Social skills lesson plan due*
April 25	Lesson Commentary		
April 30	Lesson Commentary		
May 2	Assessment Commentary		
May 7	Assessment Commentary		
May 9	Final Review		Lesson/Assessment Commentary Due/Bring Journals
Final	May 17, 2018 12:30—2:30		Classroom Management Binder (with reflection) Due Practicum Hours log/evaluation/e-Portfolio

See Standards document for applicable standards addressed in this course.