

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

Syllabus

Spring 2020

Mondays/Wednesdays 9:30 am - 10:45 am, CPS 326

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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 practicum 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 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.

Learning Outcomes

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 practicum 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 practicum 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.

Evaluation/Course Requirements

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Chapter Quizzes	Chapter quizzes check your understanding of the reading so you can bring questions to class and participate in discussion and class activities.	120/26%	1, 2, 3, 4
Data Collection/FBA/BIP	Students will collect data on a real or case study student and the create a functional behavior analysis and behavior intervention plan to support the student's learning.	30/6%	1, 2, 4, 5
IRIS Modules	Students will complete two IRIS modules	40/9%	1, 2, 3, 4, 5
Classroom Management Plan	Students will create a beginning Classroom Management Plan including: Philosophy, culture and layout, rules, procedure lesson plan, and reinforcements and consequences	70/14%	1,2, 3, 5
Social Skills lesson plan/edTPA commentaries	Students will work in groups to create a social skill lesson plan and write a practice lesson and assessment commentary	50/10%	1, 2
Final Reflection Paper and Practicum hours/evaluation	Students will write a summative reflection paper in which they synthesize classroom learning with their practicum experience	60/13%	1, 2,5
Attendance/ Participation	Attend class regularly and be on time. Students will earn participation points for in-class activities. These points cannot be made up.	100/22%	1, 2, 3, 4, 5
Total points		470/100%	

Required Course Materials

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. Can be found in Text Rental.

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.

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 at: sbueno@uwsp.edu

Office hours

I am available without an appointment on most Mondays and Wednesdays from 2:00 – 3:00 pm. I will let you know during class or via email if my office hours will be cancelled that day. Individual meetings can be arranged through an email request, phone call, or conversation directly before or after class.

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. 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. 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.***

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.**

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, follow the link to review attendance guidelines as outlined by the [UWSP registrar](#).

Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. **Under extenuating circumstances, an assignment can be turned late for full credit if the student has obtained permission from me ahead of time and the assignment is turned in on the agreed upon due date.** Without prior agreement, an assignment completed no more than 48 hours late can receive up to 80% of the points possible. An assignment completed no more than 1 week late can receive up to 60% of the points possible. **I will not accept an assignment 1 week after the due date.**

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

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](#).

Course Schedule*

Tentative Schedule:

Date	Tentative Topic	Readings Due (for class)	Assignments Due BEFORE class Or 11:59 pm*
January 22	Syllabus Introduction		
January 27	Chapter 1 What is your management style?	Chapter 1	Chapter 1 Quiz
January 29	Chapter 2 Kids Do Well	Chapter 2 Greene (2008)	Chapter 2 Quiz
February 3	Chapter 3 SW-PBIS	Chapter 3	Chapter 3 Quiz Bring in examples/artifacts of SW-PBIS to share/discuss
February 5	Chapter 4 Rules	Chapter 4 pgs 75-79	Bring in Rules you've seen that you like/don't like
February 9			Philosophy Due 11:59 pm*
February 10	Chapter 4 Procedures	Chapter 4 pgs 79-87	Chapter 4 Quiz
February 12	Chapter 5 Learning Environments	Chapter 5	Chapter 5 Quiz
February 16			Rules/Procedures Due 11:59 pm *
February 17	Chapter 6 High Quality Teaching	Chapter 6 Pgs 103-117	
February 19	No In-Person Class	Chapter 6 Pgs 117-135	Chapter 6 Quiz
February 23			Procedure Lesson Plan Due 11:59 pm *

February 24	No In-Person Class	IRIS Module: Addressing Disruptive and Noncompliant behaviors (part 1)	IRIS Module Assessment Questions (Due 11:59 pm)
February 26	No In-Person Class	IRIS Module: Addressing Disruptive and Noncompliant behaviors (part 2)	IRIS Module Assessment Questions (Due 11:59 pm)
March 1			Classroom Culture and Layout Due 11:59 pm *
March 2	Chapter 7	Chapter 7	Chapter 7 quiz
March 4	Behavior monitoring		
March 8			
March 9	Behavior monitoring		
March 11	Chapter 8	Chapter 8	Chapter 8 Quiz BRING LAPTOP TO CLASS
March 17 – 22	Spring Break		
March 23	FBA/BIP	Chapter 8	BRING LAPTOP TO CLASS
March 25	FBA/ BIP		BRING LAPTOP TO CLASS
March 30	Chapter 9 Social Skills	Chapter 9	Chapter 9 Quiz
April 1	SEL Mindfulness and Meditation	DPI SEL Website	Bring Social Emotional breathing and/or calming techniques/Apps/etc.
April 5			Data/FBA/BIP Due 11:59 pm*

April 6	edTPA		Bring Laptop to class
April 8	edTPA		Bring Laptop to class Social Skills Lesson plan due
April 12			
April 13	No In-Person Class	edTPA workday	
April 15	Chapter 10	Chapter 10	Chapter 10 quiz
April 20	Reinforcement	Anderson & Spaulding (2007)	
April 22	Chapter 11	Chapter 11 Pgs 247-256	
April 26			Lesson Commentary and Assessment Due
April 27	Chapter 11	Chapter 11 Pgs 256 - 267	Chapter 11 Quiz
April 29	Chapter 12	Chapter 12	Chapter 12 Quiz
May 3			Reinforcement Plan Due 11:59 pm*
May 4	Legal Issues		Email issues we haven't talked about Or you want to know more about to discuss on final day
May 6	Wrap-up		
May 12			Final Reflection Paper Due