EDUCATION 362/704, SECTION 1: CLASSROOM MANAGEMENT TECHNIQUES
AND STRATEGIES
3 credits

University of Wisconsin – Stevens Point
Summer 2018

Instructor: Sydney Bueno, Ph.D.
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Office Hours: by appointment (in person, telephone, or Zoom)
Lecture: Online, June 25 – July 20
Prerequisite: 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

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.

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

- The student will compare and contrast primary, secondary, and tertiary tiers and applicability of each in effective classroom management and positive behavioral interventions.
- The student will develop skills in the functional behavioral assessment and behavior intervention process.

Due Date Matrix

#	Assignment	Points Possible	Due Date (all assignments are due by the date listed at 11:59 PM)
1	Discussion #1 **(all)**	10	June 27
2	IRIS Classroom Management Module part 1 **(undergrad only)**	20	July 1
	Graduate Student Module of Choice	20	July 1
3	Discussion #2 **(all)**	10	July 1
	Graduate Student Project Phase #1	20	July 1
4	Discussion #3 **(all)**	10	July 5
5	Procedure Lesson Plan **(undergrad only)**	30	July 5
6	IRIS Classroom Management Module part 2 **(undergrad only)**	Part of Classroom Management Plan	July 8
	Graduate Student Module of Choice	20	July 8
7	Classroom Management Plan – 1 **(undergrad only)**	50	July 8
8	Discussion #4 **(all)**	10	July 11
	Graduate Student Project Phase #2	30	July 12
9	Data Analysis **(all)**	30	July 13
10	Data/FBA/BIP **(all)**	60	July 15
11	IRIS SOS Module **(all)**	20	July 18
12	Discussion #5 **(all)**	10	July 18
13	Classroom Management Plan – 2 **(undergrad only)**	50	July 22
14	**Graduate Student Project**	100	July 22
	Total	For Undergraduate Students: 310	

		For Graduate Students: 350	

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 of Class Topics / Assignments and Required Readings:

Students will be accountable for reading and assignments listed below. The schedule is subject to change.

Module	Topic(s)	Required Readings	Assignments
Module 1: June 25 – July 1	• Syllabus Review • Management style • SW-PBIS • Evidence Based Practice	• Chapters 1, 2, 3 • Green (2008) • Classroom Management Style • Simonsen et al. (2008)	• Discussion #1 • **Undergrad -** IRIS Module: Classroom Management Plan (part 1) • **Grad only –** Module of choice • Discussion #2 • **Grad Project Phase 1**
Module 2: July 2– July 8	• Rules • Procedures • High Quality Teaching • Social Skills	• Chapters 4, 5, 6, 9 • Classroom Management Article • Social and Emotional Learning: https://www.eduto pia.org/keys-social-emotional-	• Discussion #3 • **Undergrad -** IRIS Module: Classroom Management Plan (part 2) • **Grad only –** Module of choice

		[learning-video](#)	• **Undergrad -** Procedure lesson • Classroom Management Plan - 1
Module 3: July 9 – July 15	• Data Collection • FBA, BIP	• Chapters 7, 8 • FBA article	• Discussion #4 • Data Analysis • FBA/BIP • **Grad Project Phase 2**
Module 4: July 16 – July 22	• Preventing and Managing Challenging Behavior	• Chapters 10, 11, 12 • Walker et al. (2003) • Intervention Central	• Discussion #5 • IRIS Module SOS • Classroom Management Plan – 1 & 2 • **Grad Project Phase 3**

Course Requirements:

1. **Weekly Assignments:** There are three parts to Weekly Assignments: Readings, Written Assignments, and Flipgrid Discussions. These assignment provide an opportunity for students to develop a beginning understanding of new information. Weekly assignments should provide thoughtful summaries that answer the questions/prompts provided. All weekly assignments will be listed in D2L. Late submissions will not receive credit unless prior approval was granted by the instructor.

2. **Procedure Lesson Plan –** You will write a lesson plan to teach your class a procedure. The following elements should be in the lesson plan: Grade level, Topic, Time estimate, Materials needed, Vocabulary, Objectives, Anticipatory set, Instructional Plan, Guided Practice, Independent Practice, Assessment

3. **Data Analysis/FBA/BIP –** You will take several types of data. Then you will take data on a live person, video, or from a written case study, selecting the appropriate type of data collection. You take this data to write a Functional Behavior Analysis on the "student". Finally, you will create a Behavior Intervention Plan for the "student".

4. **Classroom Management Plan – 2 parts:** Detailed direction on D2L
    a. Part 1:
        i. Classroom management philosophy
        ii. Statement of Purpose
        iii. Rules
        iv. Procedures
        v. Consequences
        vi. Crisis plan
        vii. Action Plan
    b. Part 2:
        i. Annotated Tier 2 & 3 strategies list
        ii. Plan Reflection

Graduate Student Assignment:

A separate assignment will be assigned to students enrolled in the course for graduate credit (students enrolled in the course for undergraduate credit do not have to do this assignment). See D2L for a description.

Learner Expectations:

Attendance: Except for rare cases of serious illness or family emergencies, a teacher shows up at school every day, on time, fully prepared, with a strong sense of personal

responsibility. When a teacher can't meet his responsibilities due to unusual circumstances, he communicates with his colleagues and principal as soon as possible.

I expect you to honor your responsibilities. If this were a face-to-face course, I would expect you to attend every class meeting. This course is fully online, but I expect the equivalent level of communication and reliability. However, I understand that you have a life beyond this course. In general, the best way to avoid losing points is to contact me before an absence. When you contact me about an absence, please specifically suggest how you think we should handle the absence (e.g., turning in an assignment late without a penalty).

Late work: 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.

I.   **Learning Online:**
This course is entirely online. While there are many advantages to this approach, there are some significant challenges. Unfortunately, online courses often have a higher drop or failure rate than face-to-face courses. There are some simple steps we can take to ensure you have a successful experience.

Since I won't be lecturing or facilitating other face-to-face activities, it's very important that you complete all the readings carefully. By "carefully," I mean taking enough time to process the ideas and check your understanding. For some readings, I provide study questions or other tools to help you check your understanding.

Since we don't meet as a class, it's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet by phone or in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc. Don't worry about looking foolish or wasting my time. I care about your success. I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. Depending the assignment, you will email me, post to D2L under Discussions, or submit to the D2L Dropbox. If you are emailing me, please send one assignment per email, and use the correct subject. You can lose points by not submitting an assignment correctly.

Integrity
You are an adult and will be treated as such in this class. As a professional, it is the expectation that you are prepared for the day's content and willingly participate in classroom discussions. We will all learn from one another. I expect you to treat me, your colleagues, and everyone else with respect and tolerance. I expect you to take responsibility for managing your life so that you complete all assignments on time. If you are unable to meet these expectations (attendance, assignments, etc), I expect you to communicate with me and anyone else affected as soon as possible, and to suggest a clear, fair plan to address the problem.

I expect you to complete your assignments with integrity. For most assignments, you will be free to use resources and people inside and outside of this course. Some assignments require this. You will be expected to research an educational topic and community resources. Be aware that when you use others' work, if must be accurately quoted, cited, or paraphrased. Make sure you give credit where credit is due. I urge you to make intellectual integrity a central part of your professional identity. Accidentally or deliberately leaving off credit is professionally and morally wrong. If you are unclear on how to give proper credit, please ask me prior to turning in the assignment.

Technology Expectations
Students will need to use D2L to submit all written assignment and to participate in two class discussions. Please check the course D2L site and UWSP email for any updates related to the course.

Technology Use
The use of electronics in class shall be limited to course content. Do not engage in texting, emailing, or unrelated internet searches during class. I understand that everyone has obligations outside of school. If you need to have your phone available during class time, please contact me to discuss this need. Electronic use that is outside of the classroom use will negatively impact a student's class attendance and participation grade.

Class Climate & Honoring Difference
The School of Education strives to honor the uniqueness of all learners. I'm dedicated to creating safe, inclusive, welcoming experiences in which all students can succeed. I mindfully plan and teach this course in ways that promote pluralism: celebrating the coexistence of multiple identities, cultures, and belief systems.

This course is a Safe Zone for LGBTQ issues and more. I won't condone disrespectful or discriminatory language or behavior. I extend an open door invitation to all students. If you feel unwelcome or unsafe in this course, or you have any concerns about your ability to succeed, please let me know. We can address the issue together, confidentially.

As a teacher, I align my policies and choices with my university's guidance, including the UWSP Community Bill of Rights and Responsibilities 🗗.

Exceptional Needs Policy
I'm dedicated to accommodating the needs of my students. I do not believe that equal treatment is the same as fair treatment. A course requirement like a deadline may be unfair to you, based on a life event or a disability. If I agree that the requirement is unfair, then I am happy to make an accommodation. Here are some exceptional needs that I will accommodate; learning disability, physical disability, chronic illness, death in the family, car accident, sick child.

As a teacher, I align my policies and choices with the Americans with Disabilities Act (ADA), a federal law that requires educational institutions to provide reasonable accommodations for students with disabilities. Here is more information about UWSP's relevant policies 🗗 If you have a disability and want an accommodation, please register with the Disability Services and Assistive Technology Office 🗗and then contact me. If you're unfamiliar or uneasy with this process, please contact me and we'll work through it together.

SOE Dispositions Model
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.

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, andself-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 learnig 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 expectation 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.
- ✓ The rights and responsibilities of parents, students, teacher, and other professionals as related to student learning needs and educational programs.
- ✓ *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.
- ✓ The effects various impairments have on emotional/behavioral, physical, sensory, cognitive, communication, learning, and social functioning of students with disabilities.
- ✓ The effects of various medications on emotional/behavioral, physical, sensory, cognitive, communication, physical, learning, and social functioning of students with disabilities.

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).

Instructional content and practice including:
- ✓ Learning theory and effective research-based instructional strategy application.

- ✓ Evaluation of the effectiveness of instruction and making responsive adjustments of strategies based on continual observations.

Planning and managing the teacher and learning environment including:
- ✓ Research-based information on basic classroom management theories, methods, and strategies.

- ✓ Characteristics of environments (e. g. materials, equipment, spatial arrangements) that facilitate development, learning, and interaction between and among students.

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.

Managing student behavior and social skills/interactions including:

✓ Theories of behavior as they relate to students with disabilities.

Planning, implementing, and evaluation of group and individual behavior management strategies, that include:

✓ Rules, regulations, procedural safeguards including ethics, lease intensive intervention, and cultural issues.

✓ Problem solving and conflict resolution.

✓ Data collection.

✓ Classroom routines and rules, and environmental modifications.

✓ Generalization and maintenance of skills.

✓ Integrating behavior management into the curriculum

✓ Crisis prevention/intervention.

✓ Defining target behaviors.

✓ Teaching replacement behaviors.

✓ Identifying appropriate consequences on a continuum.

UW-Stevens Point
Professional Education Program
Dispositions Model
Adopted 11/29/10

Mastering

Integrating

Comprehending

Emerging

Dispositions
(With Wisconsin Teaching Standards)

Differentiates instruction; advocates for and supports teaching and learning of diversity; sustains democratic classroom climate; reflexivity in practice.

Allows multiple perspectives and accepts forms of diversity in non-threatening manner in actions, speaking and writing

Demonstrates understanding of the complexity of multiple perspectives and forms of diversity

Recognizes democratic values and awareness of diversity

Seeks wisdom and help when needed; mentors others wisely.

Inclusive Excellence (2,3,5,7,10)

Inclusive in group work; demonstrates responsibility for success of the group; collaborates in respectful ways with others.

Explains and demonstrates collaborative, respectful behavior; articulates personal responsibility within a group setting

Explores responsibility to self in relation to others

Responsibility for Self & the fostering of collaborative relationships. (5, 6, 10)

Ongoing integration of awareness and careful consideration to inform practice; accepts responsibility for self and others; demonstrates reflexivity and "withitness"

Actively listens to, accepts, considers, and appropriately responds to alternate perspectives and constructive criticism; sees oneself as a professional

Understands and articulates interrelationships across coursework, life experiences and their impact on one's learning

Acknowledges one's strengths and limitations; develops metacognition

Reflectivity about teaching, learning, and interactions (2,3,8,9)

Demonstrates critical thinking, flexibility and creativity in problem-solving; seeks and respects the perspectives of others

Articulates and demonstrates creative multiple problem-solving strategies

Values creative approaches to problem-solving

Models flexibility, creativity and critical thinking in all aspects of teaching and learning; inspires students and others to think critically and creatively when problem-solving

Creativity & critical thinking in learning, teaching, and problem solving (1,2,3,4,7)

Takes initiative to do what needs to be done and seeks input and resources to ensure greater success

Demonstrates a willingness to be challenged and persists in professional growth

Explores the meaning of excellence in the contexts of teaching and learning

Establishes and pursues an ongoing professional growth agenda that fosters success for self and others

Perseverance for Excellence (1-10)

Presents self, acts, and inter-acts in professional manner; demonstrates and facilitates ethical and professional behavior

Understands and articulates value of professional and personal relationships; engages in professional networking

Values respectful working relationships with others

Models professionalism in interactions with others; uses current and best practices in content and methods of the profession; committed to and engages in life-long learning

Professionalism in Teaching, Learning, and Interactions (6,9,10)