

STRATEGIES FOR DISCIPLINE AND CLASSROOM MANAGEMENT

UNIVERSITY OF WISCONSIN-Stevens Point

EDUCATION 704: Section 1
Summer 2016
Format: On-Line
June 6-July 12

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TEXT: There is no text required for this course.
Required course readings will be posted on D2L.

Any student seeking accommodations for a disability must self-disclose on or before the first day of class and explain what accommodations will be necessary. Otherwise, no accommodations will be given. All decisions related to accommodations are at the sole discretion of your instructor.

This syllabus is the intellectual property of the instructor of this course and should be regarded as such. It is intended only for students in the course and should not be shared with anyone else.

Purpose and Description of Course:

This course is designed to provide the teacher with practical background in instruction and management procedures associated with an applied behavior analysis approach to learning. 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. Teachers will be required to examine their own behavior and attitudes and the potential impact of these beliefs upon their students. Teachers will become knowledgeable about regulations and ethical issues associated with responding to the challenging behavior exhibited by some students.



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.

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.

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.

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(q) The teacher respects families' beliefs, norms, and expectation and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

Course Expectations:

All students should

- ❑ Apply high levels of scholarship and ethics to explore important matters in regard to educating students with special needs.
- ❑ Type all written assignments. Use proper spelling and grammar. Proofread work before submitting it for a grade.
- ❑ Understand that late assignments will not be accepted unless prior arrangements have been made with the instructor. Point assignment is at instructor discretion.
- ❑ Discuss questions regarding grades with the instructor privately. Make an appointment to discuss your concerns.
- ❑ Conduct yourself as a professional educator should conduct him/herself.
- ❑ Participate fully in the on-line environment.

Assessment and Grading:

All students are required

- 1) To participate fully in all **activities and discussions and submit all assignments on time**. Since summer session designed in compacted format, participation in all activities is essential **(40 pts)**.
- 2) To read three **posted course readings and author accompanying reflections (20 pts each; total of 60 pts)**.
- 3) To write a paper entitled, “**What Pushes My Buttons?**” Directions for this paper can be found on D2L **(50 pts)**.
- 4) To write a **Functional Behavioral Assessment (50 pts.)**
- 5) To design a **Behavior Improvement Plan (50 pts)**.
- 6) To **post two strategies** you utilize for behavior or classroom management in your professional setting to the discussion section of D2L **(20 pts each; total of 40 pts)**.
- 7) To read and review a **research article**. Directions for this assignment can be found on D2L **(50 pts)**.
- 8) To **develop and propose** a student generated assignment **(15 pts)**.
- 9) To **complete an assignment** a student generated assignment related to own professional setting. **(50 pts)**
- 10) To thoughtfully complete a **Self-Evaluation**. Directions can be found on D2L **(25 pts)**.
- 11) To thoughtfully **participate** in four discussions **(100 pts)**.

Schedule of Assignments:

Assignment	Assignment Title	Possible	Due Date by Midnight
A1	Chapter 8 Reading Reflection	20	June 8
A2	Chapter 9 Reading Reflection	20	June 11
A3	Chapter 10 Reading Reflection	20	June 14
A4	What Pushes My Buttons?	50	June 15
A5	Functional Behavioral Assessment	50	June 19
A6	Behavior Improvement Plan	50	June 19
A7	Research Article Review	50	June 24
A8	Student Generated Assignment Proposal	15	June 17
A9	Student Generated Assignment	50	June 30
A10	Self-Evaluation	25	July 5

Discussion	Discussion Topic	Possible	Due
D1	Introduce Yourself	10	June 8
D2	Strategy 1	20	June 13
D3	Strategy 2	20	June 20
D4	PBIS Scenario	50	June 29

Grading Scale:

Please note that this is not a traditional grading scale, but one designed for professionals in their chosen field of study.

100-97 = A	87-89 = B+	77-79 = C+	67-69 = D+	59 & below=F
90-96 = A-	84-86 = B	74-76 = C	64-66 = D	
	80-83 = B-	70-73 = C-	60-63 = D-	

