



The Learning Tree Professional Development Network, LLC
Course Syllabus

Course Title: Managing Behavioral Challenges in the Classroom

Credits: 3 credits

Class Type: Accelerated Fully Online

Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.

Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.

CATALOG DESCRIPTION:

This course introduces educators to strategies for managing challenging student behavior. The study of teaching and curriculum and classroom design are studied as factors affecting student behavior. Participants will learn to de-escalate challenging students. Presentations, discussions, case studies, role plays, and explicit teaching of de-escalation and restraint techniques will enrich participants' experience.

COURSE PREREQUISITES: None

LEARNING OUTCOMES:

GLOBAL GOALS OF THE COURSE:

1. Describe and apply a variety of theories on classroom management.
2. Create behavioral management techniques for the classroom, through the formulation of a classroom management plan.
3. Recall and discuss the components of and be able to apply classroom management and de-escalation techniques.

INSTRUCTIONAL OBJECTIVES:

1. THEORETICAL UNDERSTANDING

Participants will read and reflect on a variety of theories and practices of classroom management in order to gain an understanding of classroom management as encompassing many domains such as

curriculum design, classroom structure, relationships with parents and students, strategies for managing students, and discipline when students break rules. Participants will also learn the laws that govern classroom discipline as well as restraint policies. By reading studies on classroom management theories, students will present the implications of such theories on their own teaching.

2. PERSONAL UNDERSTANDING

Participants will investigate who they are as educators and how their views about their students affect their management plan and disciplinary responses. Participants will understand that teachers with effectively managed classrooms have learned how to manage dilemmas and respond to situations in ways that are coherent with their teaching style. Through a series of situational role plays, participants will exhibit their ability to effectively manage challenging student behaviors in the classroom.

3. PRACTICAL STRATEGIES

Participants will practice and learn strategies to facilitate whole class activities, manage individuals and groups of students, effectively intervene when students break norms or rules, build productive relationships with students and parents, and manage the myriad teacher responsibilities in a typical school day. Participants will also learn de-escalation strategies for managing challenging student behavior. Crisis intervention, including proper restraint techniques will be learned for handling crisis situations. Participants will examine their own teaching styles and reflect on how this affects their classroom learning environment through written responses to articles. Participants will demonstrate an understanding of effective classroom management and de-escalation strategies for challenging student behaviors.

4. BUILDING COMMUNITY

Participants will understand that the classroom is a community of learners and will consider strategies for the following challenges:

1. How do we create a classroom community?
2. How does our view of the classroom as a learning community affect the way we manage it?
3. How do we elicit contributions from all members of the community?
4. How do we personalize education and maintain a strong community?
5. How do we include students' parents, guardians and families in the classroom community?

5. EQUITABLE OUTCOMES

Participants will reflect on their management practices and situations that arise in their classrooms with the goal of understanding how to create equitable outcomes through effective classroom management.

TEACHING/LEARNING ACTIVITIES:

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

REQUIRED & RECOMMENDED READINGS:

*Behavior theorist articles, excerpts, & summaries

Calefati, Jessica. "When Does Physical Restraint Become Abuse?" *US News*. U.S. News & World Report, 5 Aug. 2009. Web. 02 Mar. 2014.

Osher, D. & Fleischman, S. (2005, March). *Positive Culture in Urban Schools*. *Educational Leadership*, 62.

Prouty, D., & Adventure, I. (2007). *Philosophy & Theory of Adventure Education*. In *Adventure education: Theory and applications*. Champaign, IL: Human Kinetics.

EVALUATION METHODS:

1. One Page Response Journals: Participants will be given a required articles to read. Participants should write a one page response to each article. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? These should be one page, double-spaced written responses.
2. Theorist Summary: Using the classroom discipline theory articles given to students in class, participants will effectively share their theorist's key points/classroom discipline model. Participants should choose **ONE** theorist to share about. This assignment is due during week 2.
3. Online Discussions: Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.
4. Final Assignment/Behavioral Intervention Plan: Once the IEP team, of which you are a part, has conducted a functional assessment, the information obtained from that process should be used to develop a behavior intervention plan. The purpose of this plan is to spell out what behaviors are being targeted for change and how change will be handled. Using sample behavior intervention plans, participants will design a behavioral intervention plan for a student who they have had or a fictitious student (student names should be changed for privacy purposes). This assignment is due at the close of the course/end of week 6. Participant behavior intervention plans will include the following:

Required Elements

- a description of previously tried interventions and how well they did or didn't work in changing the behavior
- a definition/description of the behavior being targeted
- a description of the interventions that will be used including who will be involved, specific procedures that will be followed and an explanation of how data will be collected
- a measurable description of the behavior changes you expect to see
- a description of how the success of the interventions will be measured
- a schedule for when/how often the plan will be reviewed to determine its effectiveness
- a description of when and how information will be shared between home and school
- a description of how the student's behavior will be handled should it reach crisis proportions (This is called the crisis plan)

Recommended Elements

- a list of the student's strengths and abilities
- important information about the student that could impact the plan
- a statement describing the function (purpose) of the targeted behavior (from the functional assessment)
- a description of the behavior that will replace the inappropriate behavior (This is called the replacement behavior)

TESTING AND GRADING:

- 30% Written assignments (one page response journals)
- 20% Theorist Summary Online
- 20% Final assignment (Behavioral Intervention Plan)
- 30% Active participation in online discussions

ADA Policy

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register with the Center for Teaching and Learning. The Center for Teaching and Learning is located in the Diane M. Halle Library room 201 and online at <http://www.endicott.edu/academicresources>.

As a student registered with the Center for Teaching and Learning, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

Academic Integrity Statement

Students are required to abide by the *Academic Integrity Policy* of Endicott College.

Course Credit Guidelines

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Students must review the Academic Calendar published by the Registrar's Office online at:

<http://www.endicott.edu/Undergrad/Academic-Calendar.aspx>

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

TOPICAL TIMELINE:

Week One:

- Review syllabus.
- Discuss individual and group needs.
- Profile of the ED/BD student.

Other Assignments

Online discussion of material posted.

Week Two:

- Assessing classroom needs.
- Classroom management strategies: teaching and lesson planning.
- Classroom management strategies: enriching the classroom environment.
- Present discipline theories to read for next session.

Required Readings

Theories of Classroom Discipline articles: Dreikur, Glasser, Kohn, Jones, Canter, and Dobson. (Choose one theorist to read about)

Other Assignments

One page written response: Summary of chosen theorist as well as opinion and implementation of theorist's ideas in your own classroom; Using the classroom discipline theory articles given to students in class, participants will effectively share their theorist's key points/classroom discipline model. Participants should choose **ONE** theorist to share about.

Week Three:

- Define behavior management.
- Classroom and Behavior Management: What's the difference?

Other Assignments

Online discussion of posted material.

Week Four:

- Application of discipline theories.
- Other theories: Dr. Ross Greene and adventure education in the classroom.
- Present adventure education article to read for next session.

Required Readings

Article on adventure education in the classroom.

Other Assignments

One page written response. What is your opinion of adventure education? Could you or would you implement it in your classroom?

Week Five:

- When should you call it a discipline problem?
- Preventing and handling the causes of disruptive behaviors.
- Crisis development and de-escalation strategies.
- Locating the causes of discipline problems.
- Behavior intervention plans

Other Assignments

Online discussion of posted material.

Week Six:

- When should you call it a crisis situation?
- Preventing and handling disruptive behaviors.
- Preventing and handling crisis situations.
- Restraint policies and laws.
- Legal issues in managing student behavior.

Assigned Readings

Article on restraints in the classroom: "When Does Physical Restraint Become Abuse?"

Other Assignments

One page written response.

Final Assignment: Behavior Intervention Plan

TOPICAL OUTLINE

Instructional Activity	Description of Activity	Time Spent
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<p>Week One:</p> <ul style="list-style-type: none"> ● Review syllabus. ● Discuss individual and group needs. ● Profile of the ED/BD student. <p>Other Assignments Online discussion of material posted.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Two:</p> <ul style="list-style-type: none"> ● Assessing classroom needs. ● Classroom management strategies: teaching and lesson planning. ● Classroom management strategies: enriching the classroom environment. ● Present discipline theories to read for next session. <p>Required Readings Theories of Classroom Discipline articles: Dreikur, Glasser, Kohn, Jones, Canter, and Dobson. (Choose one theorist to read about)</p> <p>Other Assignments One page written response: Summary of chosen theorist as well as opinion and implementation of theorist's ideas in your own classroom; Using the classroom discipline theory articles given to students in class, participants will effectively share their theorist's key points/classroom discipline model. Participants should choose ONE theorist to share about.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Three:</p> <ul style="list-style-type: none"> ● Define behavior management. ● Classroom and Behavior Management: What's the difference? <p>Other Assignments</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p>Online discussion of posted material.</p>		
<p>Week Four:</p> <ul style="list-style-type: none"> ● Application of discipline theories. ● Other theories: Dr. Ross Greene and adventure education in the classroom. ● Present adventure education article to read for next session. <p>Required Readings Article on adventure education in the classroom.</p> <p>Other Assignments One page written response. What is your opinion of adventure education? Could you or would you implement it in your classroom?</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Five:</p> <ul style="list-style-type: none"> ● When should you call it a discipline problem? ● Preventing and handling the causes of disruptive behaviors. ● Crisis development and de-escalation strategies. ● Locating the causes of discipline problems. ● Behavior intervention plans <p>Other Assignments Online discussion of posted material.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p>Week Six:</p> <ul style="list-style-type: none"> ● When should you call it a crisis situation? ● Preventing and handling disruptive behaviors. ● Preventing and handling crisis situations. ● Restraint policies and laws. 	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<ul style="list-style-type: none"> • Legal issues in managing student behavior. <p>Assigned Readings Article on restraints in the classroom: “When Does Physical Restraint Become Abuse?”</p> <p>Other Assignments One page written response. Final Assignment: Behavior Intervention Plan</p>		
		<p>Total 135 hours</p>

* *Syllabus is subject to change.*