

**Course Description**

The focus of this course is on special education classroom and behavior management from a systems perspective. This course is based on the premise that an effectively-run classroom supports student engagement in learning, creates a caring, respectful environment, and facilitates self-discipline, independence, personal responsibility, and pro-social behavior. Problem behavior represents the need to re-orient the classroom system in support of these overarching goals. Course content moves along a continuum from a) data-based **assessment** of behavioral difficulties, to b) prevention of problem behavior through effective management and instruction, to c) utilization of less intrusive strategies, to d) use of more intensive strategies, crisis de-escalation and intervention.

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**Course Objectives**

Course Objectives Consistent with the NJ Professional Teaching Standards

Students will know and understand:

- 1) Using multiple sources of data to analyze student behavior and to modify future plans and instructional techniques that promote desired student learning outcomes. (PTS 7iii4)
- 2) Accurately documenting and reporting **functional behavioral assessment** data and ongoing student data to parents and professional staff. (PTS 7i2)
- 3) The principles and strategies of effective classroom management that promote positive relationships, cooperation, and purposeful learning activities in the classroom. (PTS 6i2)
- 4) How the classroom environment influences learning and promotes **positive behavior** for all students. (6i2)
- 5) The role of students in promoting each other's learning and the importance of peer relationships in creating a climate of learning. (PTS 6ii1)
- 6) Establishing a positive climate in the classroom and participation in maintaining such a climate in the school as a whole. (PTS 6ii2)
- 7) The expression and use of democratic values in the classroom. (PTS 6ii3)
- 8) Maintaining a learning community in which students assume responsibility for themselves and one another, participate in decision-making, and work **collaboratively** and independently. (PTS 6iii1)
- 9) Creating a safe and secure classroom for all students. (PTS 6i1; 6i2; 6ii2)
- 10) Establishing and maintaining appropriate standards of behavior. (PTS 6i1)
- 11) Using instructional time effectively. (PTS 4iii5)

12) Organizing, preparing students for, and monitoring independent group work

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**Textbook(s)** Jones, V. & Jones, L. (2010) 9th Edition. Comprehensive classroom management; Creating communities of support and solving problems. Allyn & Bacon (Pearson). ISBN 978-0-205-62548-2

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**Course Policies and Procedures**

**Assignment Submission Policy:**

- No grades will be curved, and no extra credit is available.
- Assignments are to be placed in the Dropbox.
- The academic week runs from Wednesday 12 AM through Tuesday 11:59 PM. All assignments due for the week are to be submitted before 11:59 PM on Tuesday.
- All assignment due dates can be found in the Course Syllabus. Please follow those dates exactly.
- Students should review and be familiar with the Policy on Academic Integrity. Violations of academic integrity will be handled according to the procedures and guidelines outlined in the catalog and could result in course failure and/or expulsion. Plagiarism, handing in someone else's work, work obtained on the internet, or work written for another professor's course are all reasons for failure of this course and dismissal from this university.
- **Terminology:** Under no circumstances should terms such as *retarded* or *learning disabled* be used as a noun. Prepositional constructions such as "students with learning disabilities" or "individuals who have mental retardation" are preferred over adjectival constructions such as "mentally retarded people." Because *normal* has multiple meanings and may inappropriately imply abnormal where it is not applied, this word should not be used. Instead, more operationally descriptive terms such as "intellectually average students" or "students without learning disabilities" should be used. See the APA Manual for more information on person-first terminology.
- All assignments should be submitted using Microsoft Word. If you do not have that word processing program, then you are to save your document as a Rich Text Format file (RTF) and I will be able to open it. We will know immediately if I can read the file. If there are difficulties we will work together to overcome them.. *Edit your work before handing it in*, as attention to grammar, spelling, and organization count. Please use 12-point font in a traditional/professional font (e.g., Times New Roman). All assignments must be completed using APA Format (5<sup>th</sup> Edition).

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**Grading Policy** Please remember to check the gradebook for this course. Your grades will be listed and should be entered within 1 week of submitting an assignment. If you do not see a grade posted for something that you have put in the Dropbox and it is more than 1 week after the due date listed in the Syllabus, please contact me. You will see your

assignment returned via the Dropbox and a comment from me in the comment box.

### Grading Criteria

Each and every assignment will be given a grade. Please see the Grading information below. Late assignments submitted up to 1 week late will be deducted 1 full grade on that assignment. **NO** assignment will be accepted after 2 weeks of the due date. If there are unique and extenuating circumstances, please contact me immediately.

There will be a rubric which will guide the grading for each assignment.

### [PowerPoint Presentation Rubric](#)

### [Classroom Management Plan](#)

### [Discussion Board Rubric](#)

**Please do not get focused on grades! It is what we learn in life that matters, especially to the children we teach.**

## Evaluation:

### Final Grade: TOTAL OF 1000 points

900-1000 = A

850-899 = B+

800-849 = B

750-799 = C+

700 -749 = C

BELOW 699 = FAILURE

### Grading Criteria

**Below are the items that will be graded in this course. Total Possible points equal 1000.**

200	Classroom Management Plan
300	PowerPoint Presentation - Opening Day
200	Discussion Boards 4 @ 50 Points each
200	Chats 2 @ 100 Points each

# Course Syllabus

Chat sessions will be scheduled two times during the semester. Attendance is mandatory and 100 points will be earned for participation.

Fall 2011

<u>UNIT</u>	<u>TOPIC</u>	<u>CHAPTER</u>
Unit 1	Introduction of instructor and participants.  Please check out the website that accompanies this textbook at: <a href="http://www.ablongman.com">http://www.ablongman.com</a>	Written Biography  Purchase Textbook
Unit 2	Classroom Management in Perspective	Chapter 1  Quiz 1
Unit 3	Understanding Students' Basic Psychological Needs	Chapter 2  Quiz 2
Unit 4	Establishing Positive Teacher-Student Relationships	Chapter 3  Quiz 3

Unit 5	<p>Creating Positive Peer Relationships</p> <p><b>Mandatory Chat Session</b></p>	<p>Chapter 4</p> <p>Quiz 4</p>
Unit 6	Working with Parents	<p>Chapter 5</p> <p>Discussion Board</p> <p>Quiz 5</p>
Unit 7	Developing Standards for Classroom Behavior	<p>Chapter 6</p> <p>Discussion Board</p> <p>Quiz 6</p>
Unit 8	Enhancing Students' Motivation to Learn	<p>Chapter 7</p> <p>Quiz 7</p>
Unit 9	Responding to Violations of Rules and Procedures	<p>Chapter 8</p> <p>Discussion Board</p> <p>Quiz 8</p>
Unit 10	<p>Using Problem Solving to Resolve Behavior Problems</p> <p><b>Mandatory Chat Session</b></p>	<p>Chapter 9</p> <p>Quiz 9</p>
Unit 11	Developing Individual Behavior Change Plan	<p>Chapter 10</p> <p>Quiz 10</p>
Unit 12	Individual Behavior Plans	Discussion Board
Unit 13	Wrap Up	