

Course Syllabus

COURSE NUMBER:EPSY 5170.02 **COURSE TITLE:**Behavior Management **TERM:****Fall 2015** **SITE:****Webster Hall** **INSTRUCTOR CONTACT INFORMATION:**

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When teaching students, dealing with co-workers or family members, human behavior is either functional for specific purposes or dysfunctional. This class will explore the WHY, WHEN and HOW of human behavior and ways to enhance functional behavior. Emphasis is placed on a strong knowledge base, problem solving skills and specific behavior management techniques. Specific indicators of problems, implementation of techniques and identification of appropriate referrals for additional help will also be stressed.

2. Learning Outcomes:

Course Outcomes SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed

1) Students will explain basic concepts of a variety of different models of discipline **MO 6 Benchmark a, b, c**, 2) Students will evaluate the models of discipline in light of student teacher need and preferred teaching style **MOSTEP Standard 3 Benchmark a and c** 3) Students will organize a personal system of discipline that meets one's preferred style of teaching and the needs of students. **MOSTEP Standard 6 Benchmark a, b, c**

Schedule of required readings, class preparations and assignments, lectures, discussions, student out-of-class assignments and exams.

Class 1 Identifying the problem, rules and routines

Class 2 Chapter 2: Redl and Wattenberg, Skinner, Kounin and Ginott

Class 3 Chapter 2: Driekers Chapter 3: Canters Chapter 4: Jones **Student Presentations**Class 4 Chapter 5: Albert Chapter 6: Gordon **Student Presentations**Class 5 Chapter 7: Nelsen, Lott and Glenn Chapter 2 & 8: Glasser **Student Presentations & Due**Class 6 Chapter 9: Curwin and Mendler and Chapter 10: Coloroso **Student Presentations**Class 7 Chapter 11: Kyle, Kagan, Scott and Win-Win Discipline **5 Model Evals. Due – Research (if not doing presentation)**Class 8 Chapter 12: Kohn and Chapter 13: C.M. Charles **Final/Term Paper Due****3. RESOURCES:**

Required Text(s): Building Classroom Discipline by C.M. Charles 8th edition

4. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade	Class Presentation or Research Paper	Course Outcome
130%	Weekly participation, class notes, exit cards	Course Outcome 1, 2, 3	25%	Final Paper
Course Outcome 1, 2, 3	Final Paper	Course Outcome 1, 2, 3	25%	Final Paper

5. GRADING SCALE:

- 92-100 % A
- 90-92 % A-
- 88-89% B+
- 80-87% B
- 70-79% C
- <70% F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SOE OFFICE

6. ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that his/her work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.

- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster Student Handbook.

7. ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and you may require accommodations contact the Director of the Academic Resource Center, McLeese, at (314) 968-7495.

WEBSTER UNIVERSITY SCHOOL OF EDUCATION

Vision: “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the know experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflection and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.

The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
- 2.2 understands and uses a range of instructional strategies;
- 2.3 uses a variety of communication modes, media, and technology to support student learning; and
- 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.

3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
- 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
- 3.3 seeks relationships with families and students to support student learning; and
- 3.4 initiates change that benefits students and their families.

4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

Dispositions:

NCATE defines dispositions as "the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator's own professional growth." (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)

- 1.3 Exhibits curiosity
- 1.4 Engages in reflection

- 2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

- 3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence

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