



### Course Syllabus

<b>COURSE NUMBER:</b> EPSY 5170.01	<b>COURSE TITLE</b> Behavior Management	<b>TERM:</b> Fall 2006
<b>SITE:</b> Main Campus	<b>INSTRUCTOR CONTACT INFORMATION:</b> Natalie Thomas, Ph.D. <a href="mailto:nataliethomas@sbcglobal.net">nataliethomas@sbcglobal.net</a>	<b>CREDIT HOURS:</b> 3 credit hours

**1. COURSE DESCRIPTION:** Students will explore a variety of theoretical approaches to understand behavior within the educational context. Emphasis is placed on understand the education system, interactions and importance of relationships in shaping purposeful, appropriate and competent social behaviors.

### 2. LEARNING OUTCOMES

Course Outcomes	Program Goals	SoE Goals, SoE Dispositions, and MoSTEP/Prof Standards Addressed
Explore multiple approaches to analyzing behavioral problems including, role theory, systems theory and behavior modification	<p>1 Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p> <p><u>The responsive educator:</u></p> <ul style="list-style-type: none"> <li>1.1 understands and responds appropriately to issues of diversity</li> <li>1.2 acknowledges social and cultural contexts to create effective teaching and learning environments;</li> <li>1.3 adapts instruction to the learner’s knowledge, ability, and background experience; and</li> <li>1.4 identifies resources for specialized services when needed.</li> </ul> <p><u>The knowledgeable learner:</u></p> <ul style="list-style-type: none"> <li>1.5</li> <li>1.6 applies tools of inquiry to construct meaningful learning experiences;</li> <li>1.7 identifies</li> </ul>	<p>Mo STEP 6a. knows motivation theories and behavior management strategies and techniques</p> <p><u>The knowledgeable learner:</u></p> <ul style="list-style-type: none"> <li>1.2 applies tools of inquiry to construct meaningful learning experiences;</li> <li>1.3 identifies developmental factors in student learning; and</li> </ul> <p><u>The informed instructor:</u></p> <ul style="list-style-type: none"> <li>2.2 understands and uses a range of instructional strategies;</li> <li>2.3 uses a variety of communication modes, media, and technology to support student learning; and</li> <li>2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.</li> </ul> <p><u>The reflective collaborator:</u></p> <ul style="list-style-type: none"> <li>3.1 values and integrates reflection to grow as a professional;</li> <li>3.2 promotes communication and collaboration with colleagues, families, and community</li> </ul>

	<p>developmental factors in student learning; and understands theoretical principles of effective instruction to plan learning experiences.</p>	<p>leaders;  3.3 seeks relationships with families and students to support student learning; and  3.4 initiates change that benefits students and their families.</p> <p><u>The responsive educator:</u>  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</p>
<p>Explore environmental factors influencing behavior such as cultural background, socio-economics, family constellation, etc</p>	<p>2 Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.</p> <p><u>The responsive educator:</u>  2.1 understands and responds appropriately to issues of diversity  2.2 acknowledges social and cultural contexts to create effective teaching and learning environments;  2.3 adapts instruction to the learner’s knowledge, ability, and background experience; and  2.4 identifies resources for specialized services when needed.</p>	<p>MoSTEP 7b. demonstrates sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and in responses to students’ communication</p> <p>3.5 values and integrates reflection to grow as a professional;  3.6 promotes communication and collaboration with colleagues, families, and community leaders;  3.7 seeks relationships with families and students to support student learning; and  3.8 initiates change that benefits students and their families.</p> <p><u>The responsive educator:</u>  4.4 understands and responds appropriately to issues of diversity  4.5 acknowledges social and cultural contexts to create effective teaching and learning environments;  adapts instruction to the learner’s knowledge, ability, and background experience</p>
<p>Identify behavioral issues requiring additional interventions in addition to appropriate management</p>	<p>employs a variety of formal and informal assessments to (identify behaviors of concern) monitor learning and modify instruction.</p>	<p>MoSTEP 7a. models effective verbal/non verbal communication skills</p> <p><u>The knowledgeable learner:</u>  1.4 applies tools of inquiry to construct meaningful learning experiences;  1.5 identifies developmental factors in student learning; and</p> <p><u>The informed instructor:</u></p>

		<p>2.5 understands and uses a range of instructional strategies;</p> <p>2.6 uses a variety of communication modes, media, and technology to support student learning; and</p> <p>2.7 employs a variety of formal and informal assessments to monitor learning and modify instruction.</p>
<p>Apply theories and strategies to case examples</p>	<p><u>The knowledgeable learner:</u></p> <p>2.5</p> <p>2.6 applies tools of inquiry to construct meaningful learning experiences;</p> <p>2.7 identifies developmental factors in student learning; and</p> <p>2.8 understands theoretical principles of effective instruction to plan learning experiences.</p> <p>3 Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.</p> <p><u>The informed instructor:</u></p> <p>3.1</p> <p>3.2 understands and uses a range of instructional strategies;</p> <p>3.3 uses a variety of communication modes, media, and technology to support student learning; and</p> <p>3.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.</p>	<p>MoSTEP 6a. knows motivation theories and behavior management strategies and techniques</p> <p><u>The knowledgeable learner:</u></p> <p>applies tools of inquiry to construct meaningful learning experiences;</p> <p>1.6 identifies developmental factors in student learning; and</p> <p><u>The informed instructor:</u></p> <p>2.8 understands and uses a range of instructional strategies;</p> <p>2.9 uses a variety of communication modes, media, and technology to support student learning; and</p> <p>employs a variety of formal and informal assessments to monitor learning and modify instruction</p>
<p>Develop collaborative strategies for problem solving models</p>	<p>4 reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.</p> <p><u>The reflective collaborator:</u></p> <p>4.1 values and integrates reflection to grow as a professional;</p> <p>4.2 promotes communication</p>	<p>MoSTEP 7a. models effective verbal/non verbal communication skills</p> <p>3.9 values and integrates reflection to grow as a professional;</p> <p>3.10 promotes communication and collaboration with colleagues, families, and community leaders;</p> <p>3.11 seeks relationships with families and students to support student learning; and</p>

	<p>and collaboration with colleagues, families, and community leaders;</p> <p>4.3 seeks relationships with families and students to support student learning; and</p> <p>initiates change that benefits students and their families</p>	<p>3.12 initiates change that benefits students and their families.</p>
<p>Identify and plan to implement increased student decision making and engagement in all aspects of the educational process to improve academic and motivation outcomes</p>	<p>Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.</p> <p><u>The informed instructor:</u></p> <p>4.4</p> <p>4.5 understands and uses a range of instructional strategies;</p> <p>4.6 uses a variety of communication modes, media, and technology to support student learning; and</p> <p>4.7 employs a variety of formal and informal assessments to monitor learning and modify instruction.</p>	<p>MoSTEP 6c. engages students in decision making.</p> <p>3.13 values and integrates reflection to grow as a professional;</p> <p>3.14 promotes communication and collaboration with colleagues, families, and community leaders;</p> <p>3.15 seeks relationships with families and students to support student learning; and</p> <p>3.16 initiates change that benefits students and their families.</p>

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

**WEEK 1:** Implementers of Behavior Management (Attendance Mandatory)

**WEEK 2:** Understanding the relationship between student and professional

**WEEK 3:** Communication Theories / Systems Theory

**WEEK 4:** Styles of Behavior Management. Factors influencing behavior.

**WEEK 5:** Approaches to Behavior Management / Teacher Style

**WEEK 6:** To proactive or react.

**WEEK 7:** Specific Terminology / Ethical Considerations.

**WEEK 8:** Beyond Behavior Management-Problems

**4. RESOURCES:**

**Required Text(s): Text Used:** Building Classroom Discipline, C.M. Charles, 8<sup>th</sup> Ed.

**Author:** Carol M. Charles

**ISB number 0-205-412-575**

Allyn & Bacon Publishers

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

- a) Term Paper / Take Home Examination 40%
- b) Examinations (In Class) 10%
- c) Class participation & attendance 20%
- d) Class presentation on specific topic
- e) Other Interview or community visit/class presentation 20%
- Weekly reaction paper 10%
- Group article Presentations

Assessments	Links to Course Outcomes	Percentage of Grade
Class participation and activities	Explore multiple approaches to analyzing behavioral problems including, role theory, systems theory and behavior modification	20%
Weekly reaction papers	Engages in reflection Apply theories and strategies to case examples	10%
Field visit/ interview	Exhibits curiosity	20%

	Explore environmental factors influencing behavior such as cultural background, socio-economics, family constellation, etc	
Terminology quiz	Explore multiple approaches to analyzing behavioral problems including, role theory, systems theory and behavior modification	10%
Take home examination/ research paper	Identify and plan to implement increased student decision making and engagement in all aspects of the educational process to improve academic and motivation outcomes	40%

**6. GRADING SCALE:**

**GRADING SCALE:**

95-100	A
90-94	A-
85-89	B+
83-84	B
80-82	B-
75-79	C
Below 75	F

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

--

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

## 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 another person's 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 University Student Handbook.

## ACCESSIBILITY/ACCOMMODATIONS POLICY

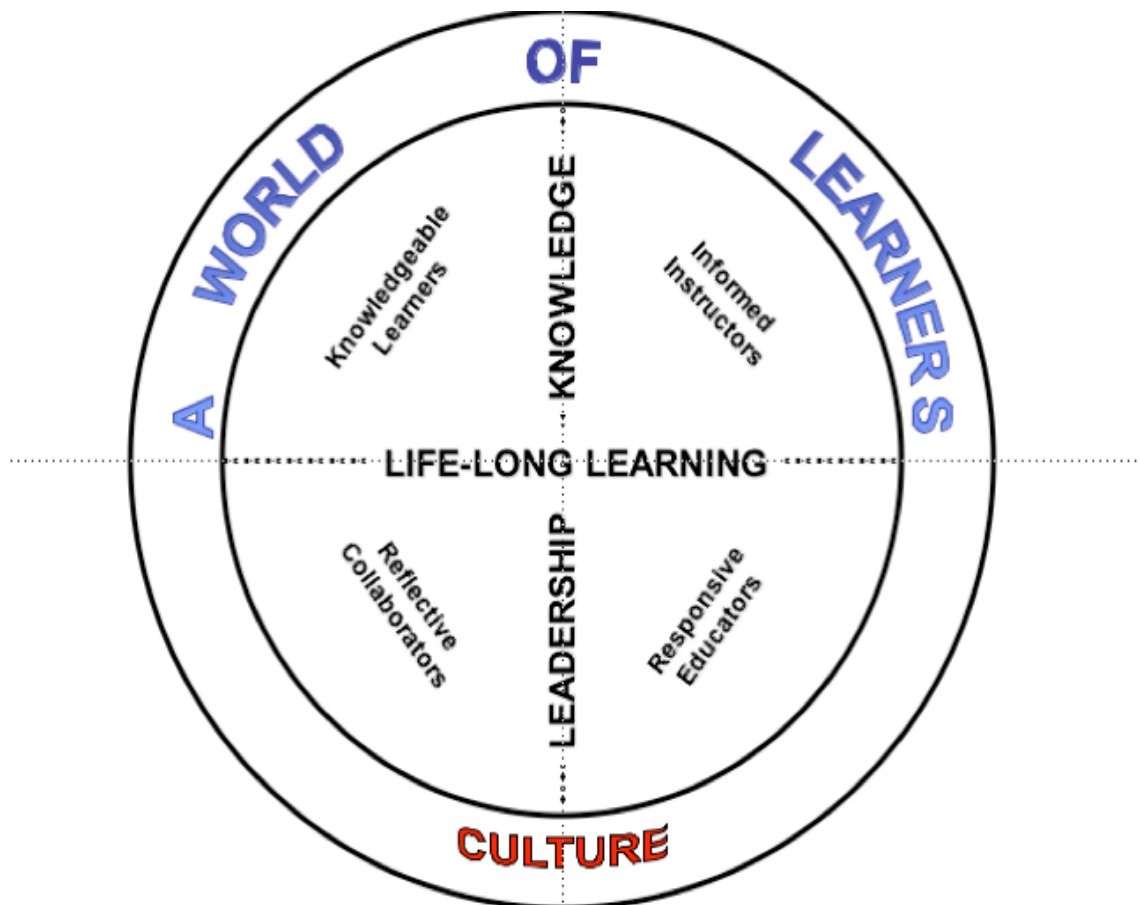
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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 knowledge, 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 reflections 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 its 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 an 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 for a “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 its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## School of Education 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.

## School of Education 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