

COURSE SYLLABUS

Course Number: EPSY 5170

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Adjunct Faculty

Course Title: Behavior Management

Term: Spring, 2008

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1. **Course Description:** (Student focus, rationale, scope, prerequisites)

This course focuses on behavior management and classroom management issues in today's classroom. It is designed to offer pre-service and practicing teachers an opportunity to examine their own practices and to investigate current research-based techniques that are considered "best practices".

2. **Learner Outcomes**

- a) Students develop and reflect on a personal model of discipline.
- b) Students are knowledgeable of research-based and practitioner-based behavior management techniques.
- c) Students select and plan developmentally appropriate behavior management and classroom management techniques to optimize learning.
- d) Students systematically assess and evaluate their own effectiveness

in the areas of behavior and classroom management.

Learner Outcomes	MO-STEP Standard
<p>Students develop and reflect on a personal model of discipline.</p> <p>Students systematically assess and evaluate their own effectiveness in the areas of behavior and classroom management.</p>	<p>MOSTEP 1.2.9: The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>
<p>Students are knowledgeable of research-based and practitioner-based behavior management techniques</p>	<p>MOSTEP 1.2.6.1: knows motivation theories and behavior management strategies and techniques</p>
<p>Students select and plan developmentally appropriate behavior management and classroom management techniques to optimize learning.</p>	<p>MO STEP: 1.2.6: The practitioner uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation</p>

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

WEEK 1: Overview of Behavior Management

Jones & Jones, Ch 1;

Charles, Ch 1, 2 & 3

Question: What is Behavior Management?

WEEK 2: Overview of Psychosocial Development : Jones & Jones, Ch 2

Pioneers in Behavior Management models: Charles, Ch 4
(especially p. 63-65- Dreikurs)

Question: What are the important psychosocial needs of children and youth that parents and educators need to address in order to enhance academic and personal growth?

WEEK 3: Positive Teacher - Student Relationships

Jones & Jones, Ch 3

Charles, Ch 5: Glasser, & Gordon's approach

Question: How can teachers enhance student achievement through establishing positive rapport with students?

WEEK 4: Positive Peer Relationships

Jones & Jones, Ch 4

Charles, Ch 6: Linda Albert's approach

Question: How can teachers enhance student achievement and productivity by fostering group membership and cohesion

WEEK 5: Parent -School Relationships

Jones & Jones, Ch 5

Barbara Coloroso's Inner Discipline: Charles, Ch 6

WEEK 6: Developing Standards for Classroom Behavior

Jones & Jones, Ch 6

Charles, Ch 7: Fred Jones approach

WEEK 7: Developing Standards for Classroom Behavior

Jones & Jones, Ch 6

Charles, Ch 8: Wong & Wong approach

Question: What is effective classroom management ?

WEEK 8: Enhancing Motivation

Jones & Jones, Ch 7

Charles, Ch 6: Nelson, Lott's Positive Discipline in the Classroom:

WEEK 9: Enhancing Motivation: Part 2

Jones & Jones, Ch 7

Charles, Ch 9: Kagan, Kyle & Scott's Win-Win Discipline:

Questions: What type of instructional strategies enhance student motivation and commitment? How can teachers organize the learning environment to optimize students motivation to learn and achieve: Making meaning from the curriculum and instruction?

WEEK10: Responding to Rules Violations

Jones & Jones, Ch 8

Charles, Ch 10: Mendler & Curwin's Discipline w Dignity

Question: How can teachers teach effective corrective procedures that foster self-discipline?

WEEK 11: Problem solving

Jones & Jones, Ch 9

Charles, Ch 12: Marshall's Discipline without Stress

Question: How can we teach students to make responsible decisions for themselves?

WEEK 12: Functional Assessment Model

Jones & Jones, Ch 10

Question: How can we identify the social, emotional, and environmental factors that lead to problem behavior?

WEEK 13: Individual Behavior Management

Jones & Jones, Ch 10

Question: What behavior management strategies are effective for serious problem behaviors?

WEEK 14: Putting It Altogether

Jones & Jones, Ch 10

WEEK 15: School-wide Strategies: PBS; Consistency Management

Charles, Ch 14: Charles Synergetic Classroom

Question: How can we establish consistent, school-wide systems that provide proactive strategies for self-discipline and safety nets for students who fall into the cracks?

WEEK16: Reflections on a Personal Model of Discipline

Charles, Ch 14 & 15

Bon Voyage

4. Resources:

Text Used:

Jones, Vernon F. & Jones, Louise S. (2007). Comprehensive classroom management (8th Edition or latest). Allyn & Bacon: Boston.

Charles, C. (2008). Building classroom discipline (9th ed, or latest) . Boston: Allyn & Bacon

Supplemental Readings:

Charney, Ruth (2002). Teaching children to care. Classroom management for ethical and academic growth (K-8). Greenfield, MA: Northeast Foundation for Children.

Noddings, N. The challenge to care in schools: An alternative approach to education. New York: Teachers College Press.

5. Evaluation:

a. Written Assignments: Reflective Classroom Management

Course Papers: Two written assignments are required for the course:

1. Classroom Management Research Report

(100/400 points)

2. Personal Model of Teaching Self-Discipline

b. Theoretical Discussions: Each week, class-wide discussions will be held regarding the various theoretical models presented in Charles, “Building Classroom Discipline”, and/or classroom/behavior management practices recommended in Jones & Jones, “Comprehensive Classroom Management.” Students can receive up to 10 points per week for engaging in active discussion. Up to eight points are awarded for the initial responses, and up to two points for comments.

Activities: You may be asked to construct and describe activities designed to improve classroom management practices. These activities emerge from a reflective analysis of one's classroom involving an exploration of philosophy of education and discipline, an examination of teaching practices, and an analysis of the classroom environment. These assignments will be based on the text readings and activities from Jones & Jones, “Comprehensive Classroom Management.”

(140/400 points)

c. Quizzes. The scores from the best eight (8) of 9 quizzes will be used to calculate final grades. (160/400 points)

Assessment	Link to Course Outcome	% of Course Grade
Quizzes Classroom Management Research Report	Students are knowledgeable of research-based and practitioner-based behavior management principles & practices.	55 %
Course Projects: Personal Model of Discipline	Students develop, reflect on, and evaluate a personal model of discipline.	10%
Weekly Discussions & Activities	Students select and plan developmentally appropriate behavior management and classroom management techniques to optimize learning.	35%

7. Other:

The grade 'Incomplete' is not used in this course (except in an emergency, as defined by the instructor) . If the requirements of the course are not completed by the last day of the semester, the grade will be based on the work submitted during the semester, as a percentage of the total number of grade points earned.

Plagiarism and excessive copying is not tolerated. Excessive

copying (using quotations, or copying a reference) is defined as copying more than 1 paragraph (approximately 4 sentences) from one written source, or the use of quotations that constitutes more than 20% of the content of the paper. **All student materials are submitted to Turnitin.com to determine originality.** Students, who are determined to have engaged in plagiarism or excessive copying, are subject to university disciplinary policy, including receiving NC for the course, and dismissal from the program.

Attendance: Students are expected to participate in discussions and other assignments on a **weekly** basis, at the minimum.

Late assignments may be penalized.

This syllabus is subject to change at the discretion of the instructor.