

University of North Alabama
Fall 2013

EEX 350
Classroom Management

Dr. Annie Dillon
Office: 524 SH
Phone: 765-4283
adillon@una.edu

Credit: 3 undergraduate hours

Prerequisite: Admission to teacher education

Required Textbooks: *Tools for Teaching* by Fred Jones
College live text solutions membership

Consultative Textbooks: *Outrageous Behavior Modification* by BT Christian
Applied Behavior Analysis by Cooper, Heron, & Heward
Progress without Punishment by Donnellan, LaVigna, Negri-Soultz, Fassbender.
Principles of Behavior by Malott & Suarez

Room, day, time: SH 418 – MW- 12:30-1:45

In accordance with the Americans with Disabilities Act (ADA) of 2008 and Section 504 of the Rehabilitation Act, the University of North Alabama makes provisions to facilitate classroom accommodations for students with qualified disabilities. Complete guidelines and requirements for documentation can be found on the DSS web pages at <http://www.una.edu/disability-support>. For more information and to request accommodations, the student should contact the DSS office. (University of North Alabama Catalogue for 2013-1014, pg.51).

Course Description: An overview of theory and practice in establishing and maintaining classroom environments that maximize positive learning experiences for elementary students is emphasized. Overviews of best practices and research based strategies are presented in power point presentations, video simulations, web searches, and classroom simulations/discussions. A survey of data-based approaches for individual/group behavioral programs is included for management of troublesome behaviors as well as for effective instruction and acceleration of academic and social learning.

Course Standards & Objectives:

Conceptual Framework & Alabama Quality Teaching Standards

CF #	Alabama Code	Standard	How Assessed
CF 1 Professionalism	290-3-3-04 (2)(c)2.(ii)	Knowledge of the principles underpinning a sound age appropriate classroom organization and management plan and of supportive behavior management strategies.	<i>Livetext</i> Management Plan Rubric

CF 1 & 5 Professionalism Diversity	290-3-3-03 (2)(c)2.(iii)	Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.	Homework, Pop Tests, Field Experience Reflections, and Examinations. Management Plan rubric (back up plan). Academic and Affective chartings.
CF 1 Professionalism	290-3-3-03(2)(c)2. (iv)	Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.	Examinations Related Exercises
CF 1 Professionalism	290-3-.06 (2) (c) 5.(ii)	Knowledge of effective verbal and nonverbal techniques	Rubric for Visual Instruction Plan with system of least verbal prompts

Global Issue: Diversity

Teacher candidates will demonstrate knowledge of:

1. Effective, research based management strategies (2)(c)2.(ii)
2. Techniques and instruments for observing, recording, and assessing behavior and development. (2)(c)2.(ii)
3. A connection to behavior management and exceptionalities (2)(c)2.(ii)
 - a. behavior management techniques and skills
 - b. the relationship of home and community environments with behavior management of students with and without disabilities
 - c. specialized techniques for individual problems
 - d. a task analytical approach to instruction
4. The principles underpinning a sound age- appropriate classroom organization and management plan and of supportive behavior management strategies.(2) (c) 2.(ii).
5. The components and characteristics of collaboratively designed and implemented individual behavioral support plans. (2)(c)2. (iii).
6. Conflict resolution strategies, school emergency response procedures, and juvenile law. (2) (c) 2. (iv).
7. Knowledge of effective verbal and nonverbal techniques (2) (c) 5.(ii)

Course Content:

1. Building a classroom management system by focusing on prevention and learning from natural teachers.2(c) 2.(ii)
2. Exploiting proximity by working a crowd and arranging the room.
3. Creating independent learners. (2) (c)2.(ii)
4. Raising Expectations through motivation and accountability. (2) (c)2.(ii)
5. Building classroom structure and setting limits. (2) (c)2.(ii)
6. Fostering responsible behaviors. (2) (c)2.(ii)
7. Backup systems. (2) (c)2.(ii)
8. Research based strategies and techniques for classroom management (.2) (c) 2. (ii)
9. Management in a Universal Design for Learning. (2) C 2. (iii)
10. Create a personal management system for your future classroom (2) (c) 2. (ii)

11. Communication of management systems to parents and other professionals (2) (c) 2.(iii)
12. Communication of management systems to students (2) (c) 2. (iii)
13. Token economies, contracts, reinforcement strategies (2) (c) 2. (iii)
14. Corrective feedback prompts, shaping. (2) (c)2.(ii)
15. Teaching to the verbal modality: integrating with the physical modalities (2) (c)2.(ii)
16. Task analysis and performance. (2) (c)2.(ii)
17. Incentives, rules, and routines. (2) (c)2.(ii)
18. Proactive and reactive management techniques.(2) (c)2. (ii)
19. Management “no-no’s” (2) (c)2.(ii)
20. Power conflicts in management.(2) (c) 2. (iv)
21. Noncompliant behavior management.(2) (c) 2. (iv)
22. Win-Win management(2) (c) 2. (iv)
23. Eliminating Back-Talk (2) (c) 2.(iv)
24. Explosive students (2) (c)2.(iv)
25. Adjust as you go. (2) (c)2.(ii)
26. Preferred activities(2) (c)2.(ii)
27. Behavioral Contracts(2) (c)2. (iii)
28. Conflict Resolution Strategies(2) (c) 2. (iv)
29. School emergency plans and response procedures(2) (c) 2. (iv)
30. Juvenile law (2) (c) 2. (iv)
31. Knowledge of effective verbal and nonverbal techniques (2) (c) 5.(ii)

All Requirements must be satisfactorily completed to receive credit for this course. Satisfactory completion=a C or better on each assignment. (not an average)

Course requirements:

1. Each student will **submit five article critiques** in 3- 5 sentences through *LiveText*. Each article may be resubmitted if received by the specified date. All articles are to address a research based strategy appropriate for classroom management in an elementary setting from a referred journal. Each article counts 20 points for a total of 100 points. Each article may be resubmitted within 2 class periods of receiving a “resubmit” prompt in live text. The article must be submitted on time in order to receive this prompt. If the student fails to resubmit the article, a zero will be awarded rather than partial credit.
(2) (c) 2. (ii).
2. **Two chartings (13 days total) (entire days are not expected- chartings may take as little as 10 minutes or 30 minutes) Assignments must be typed and legible.** (2) (c)2.(ii); (2) (c)2.(iii)
 - a. Use a cover sheet for confidentiality as the chartings represent the progress of real children
 - b. A short scenario explaining your charting sessions and purposes is required following your cover sheet.

- c. One charting that records the development of an academic behavior is required. The recording of data will continue for at least 2 weeks (10 days) with a baseline of at least 3 days.(not entire days) A short discussion of the results and an academic recommendation will be included in the assignment.
- d. One charting that records the development of a desirable behavior or the elimination/lessening of an undesirable behavior is required. The recording of data will continue for at least 2 weeks (10 days) with a baseline of at least 3 days. (not entire days)
- e. A discussion of the results and a recommendation suitable for a behavior support team will be included for each assignment. Each charting is worth 100 points and the chartings will be averaged together for a single grade. **(2) (c) 2. (ii).**

One resubmit within 2 class periods of the due date is possible if turned in on time.

3. Related exercises will total 110 points. (10 extra credit points are embedded in this assignment) Exercises include (you may also view each related exercise on livetext course information pages for EEX 350.

- **4 interpretations of graphs/charts (2) (c) 2. (ii); Exercises 1,2,5,9. Retrieve data from live text Course Information page, and then turn in as a hard copy (10 points each)**
- **Room arrangement Exercise 3 –retrieve data from live text Course Information pages and turn in as a hard copy. Be sure to copy the room arrangement and mark your answers on the picture as well as answer any questions in the assignment. 10 points). Turn in as hard copy.**
- **Exercise 4 - design for an individual behavioral contract using reinforcement (2) (c) 2. (iv); -Turn in on live text template in assignment section (10 points)**
- **Exercise 6- create a lesson plan for a procedure and submit in livetext (2) (c) 2. (ii). (10 points)**
- **Exercise 7-Create a token economy system (Class presentation in groups). The presentation for each group will be graded on a rubric. (20 points) (in class presentation**
- **Exercise 8-Juvenile law (The 2008 Alabama Juvenile Act) (2) (c) 2. (iv) turn in on live text template in assignment section (10 points)**

- **Exercise 10 -2 conflict resolution strategies (2) (c) 2. (iv); 10-Turn in on live text template in assignment section (10 points)**
- **Exercise 11- An emergency and response procedure for a school (2) (c) 2. (iv) - Turn in on live text template in assignment section (10 points)**
- **Exercise 12 Visual Instructional and system of least verbal prompts- a visual instructional plan will be designed in class with a set of verbal prompts as an alternative or enhancement. The plan and prompts will be created in class to be scanned in livetext so that evaluation by a rubric may occur. 290-3-.06 (2) (c) 5. (ii).(10 points)**

Some of the above assignments are meant to be independent exercises. We may have limited or no discussion of some of the assignments. Other assignments may include lengthy discussions.

Note: Related exercises total 130 points. It is a way to provide you with extra credit. All assignments must be attempted and completed in order to earn the extra credit. If one assignment is not attempted, double points (for the value of that assignment) are subtracted from the Related Exercise or homework grade.

Some exercises will be submitted via live text and some related exercises will be submitted as hard copies. One resubmit is possible within 2 class periods of the original due date.

4. **A management plan** is required and will be submitted via live text. Required components are: a) a personal philosophy of classroom management that is appropriate for the identified grade, b) all management strategies (10) must be research based and cited in APA style using a total of 3 sources, c) a pictorial representation of the room arrangement must be included; d) the plan must show positive opportunity for student growth and learning, e) preventative measures for problem behaviors. A resubmit (one) is possible if rough drafts are turned in on time. If no rough draft is attempted on time- then no resubmit is possible. A score of less than 77(C) will result in failure of this class. No resubmits are available after the rough draft due date in the lecture and due date section. (2) (c) 2. (ii).
5. **Pop tests.** (100 points). No resubmits are possible. Residual points are added as needed. Residual points occur if the class does not have 100 points of pop tests.

6. **Midterm Examination.** (100 points)(2) (c) 2. (ii) & (iii) & (iv). No resubmits.
7. **Final Examination.** (100 points)(2) (c) 2. (ii)& (iii) & (IV). No resubmits.
8. **A field experience of 6 hours-** (2) (c) 2. (iii) (to be completed in 2 three-hour blocks). The purpose of the field experience is to observe various management styles currently in use in public schools. Each three-hour block must be verified with proper documentation that includes a time log with teacher signature. Forms for documentation/time log will be provided by the instructor. Documentation must be submitted both as a hard copy original and scanned into *LiveText*. Less than 6 verified hours will result in a grade of zero for this assignment and may result in failure of the course. Lack of proper documentation will result in a zero for this assignment and may result in failure for the course.

Specifics for the Field Experience livetext Submission:

- a. **2 templates must be submitted—one for each 3 hour block**
- b. **The management strategies for each submission must be different-repetition is not acceptable.**
- c. **The reflections are to be different. Repetition of reflections is not acceptable.**
- d. **Correct spelling and grammar is expected.**
- e. **The signature sheet must contain correct signatures and the signatures must match the classroom in which you observed.**
- f. **The field experience must be submitted correctly in livetext to receive credit. Please do not submit after the grades are due by the instructor. Resubmits are acceptable if time allows, however, if a submission occurs during final week, there is no time for a resubmission.**
- g. **Three hours of the field experience must be completed in one of the following schools:**
 - **Forest Hills**
 - **Hibbett**
 - **McBride**
 - **Russellville**
 - **West**

A score of less than 77 on the field experience will result in failure of this class. Less than 6 hours will result in failure of this class. Inappropriate placements will result in failure of this class.

Attendance Policy

Consistent attendance is expected and required. Consistent attendance is a prime indicator of professional development and a major concern of job preparation. While absences may be excused due to illnesses and University Events, the student is expected to turn in assignments that are due. If you are excused for a University Event on a date

that an assignment is due, the assignment is still due as it is documented in this syllabus. You may turn in the assignment early, e-mail it to me, or have a carrier bring it to me.

Academic Honesty- Acts of dishonesty such as cheating, plagiarism, and misrepresentation of assignments and or action will not be tolerated. Dishonest actions may be reported to the Vice President for Academic Affairs or the Provost for referral to the University Student Discipline System for dispositions. Dishonest actions will result in failure of this class and unacceptable ratings on dispositions.

Discipline Policy- see below

Rudeness will not be tolerated. If rudeness is exhibited, the instructor may request that the student leave the class for that day. Upon returning on the following class day, a written apology for rudeness will be submitted to the instructor/professor.

Evaluation and Grading Scale

93-100	A		
92-85	B	Behavior chartings (2)	1/6
84-77	C	Articles, Pop tests & Rel. Exercises	1/6
76-68	D	Field Experience (2)	1/6
67& below	F	Midterm	1/6
		Final	1/6
		Management Plan	1/6

To apply credit for this course to a Teacher Education Program, the candidate must earn a C or better.

Lecture Topics and Due Dates **EEEX 350- Classroom Management**

Fall 2013

Wed. Aug. 21- Overview of class requirements, content, objectives. Student Responsibility sheet. Disseminate article for critique practices

Mon. Aug. 26-What is classroom management? What are the goals of classroom management? What are characteristics of effective classroom management?

Wed. Aug. 28 - Brief History of Behavior Management. Behavior observation and types of recordings. Recording Simulations (Supplied).

Mon. Sept. 2- Labor Day Holiday

Wed. Sept.4. - Graphing Data. (Supplied).ABAB designs, Multiple Baseline designs, Changing Criterion designs.

Mon. Sept. 9 -Graphing Data. (Supplied) Labeling behavioral chart components. Interpreting chart data. Recommendations based upon chart data. Graphing homework assignment on live text.

Wed. Sept. 11 - Graph your own!!!!!! (Data supplied)

Mon. Sept. 16- Building a Classroom Management system: Learning from natural teachers. Focusing on Prevention. (Chapters 1 & 2)

***Wed. Sept. 18- Working the crowd (Chapter 3)
Room arrangement (Chapter 4) Related Exercise # 1 DUE- Charting (retrieve data from Livetext and turn in HC). Classroom activity—
Draw your Dream classroom!! Last day of “w” period***

***Mon. Sept. 23-Creating Independent Learners: Weaning the Helpless Handraiser
Creating Independent Learners: The Verbal Modality
(Chapters 5& 6) ARTICLE # 1 DUE (LT)***

***Wed. Sept. 25- Creating Independent Learners: Teaching to the Visual Modality
Creating Independent Learners: Integrating with the Physical Modality
(Chapters 7& 8) Related Exercise # 2 due- Charting (retrieve data
Livetext Course Information Page and then submit in hard copy)***

***Mon. Sept. 30- Raising Expectations: Creating Motivation
Raising Expectations: Providing Accountability
(Chapters 9 & 10) Related Exercise # 3- Room arrangements for
creating motivation and preventing behavior problems (retrieve from live
text course Information page and then submit in hard copy)***

***Wed. Oct. 2- Building Classroom Structure: Succeeding from Day 1
Building Classroom Structure: Teaching Routines
(Chapters 11 & 12) Related Exercise # 4- Behavioral Contracts(submit
in livetext template. ARTICLE # 2 DUE (LT)***

***Mon. Oct. 7- Learning to Mean Business: Understanding Brat Behaviors (Chapter
13) Related Exercise # 5- Charting (retrieve data from live text Course
Information Page and then submit in hard copy)***

Wed. Oct. 9- Behavior-Strategy Match (Supplied)

Mon. Oct. 14- Midterm Examination

Wed. Oct. 16 -Test Feedback

Learning to Mean Business: Staying Calm, Being Consistent (Chapter 14, & 15) Related Exercise #6- Lesson plan for classroom (procedure-submit in live text template)

***Mon. Oct. 21- Learning to Mean Business: Setting Limits
(Chapter 16) ACADEMIC BEHAVIOR CHARTING DUE (Submit in Livetext template)***

***Wed. Oct. 23- Following through
Eliminating backtalk
(Chapters 17 & 18) ARTICLE # 3DUE (LT)***

***Mon. Oct, 28-Dealing with the Unexpected
(Chapter 19)Related Exercise # 7- Token Economy system
Class Presentations(no submission)***

***Wed. Oct. 30- Producing Responsible Behavior: Building Cooperation
Producing Responsible Behavior: Teaching Responsibility
(Chapters 20 & 21)
ROUGH DRAFTS OF MANAGEMENT PLAN DUE
In order to resubmit this assignment you MUST submit a rough draft on this date. Submit on Livetext template***

***Mon Nov. 4-Producing Responsible Behavior: Turning Problem Students
Around (Chapter 22) Related Exercise # 8Due (submit on live text Template)***

***Wed. Nov. 6-Producing Responsible Behavior: Initiating Preferred Activity Time
(Chapter 23) ARTICLE # 4 DUE (LT)
Related Exercise #9- Charting (retrieve data from Livetext course Information page and submit a hard copy)***

***Mon. Nov. 11 - Dealing with Classroom Crisis
(Chapter 24 & 25) AFFECTIVE (SOCIAL) CHARTING DUE (submit In live text template)***

Wed. Nov. 13-School Violence and Crisis Prevention (Supplied)

Related Exercise 10- Conflict Resolution strategies (submit in LT template)

Mon. Nov. 18- School Safety Plans ARTICLE # 5 DUE (LT)

***Wed. Nov. 20 -Exploiting the Management System
(Chapter 25) Emergency Response Procedures Exercise 11 due
Submit in live text template***

***Mon. Nov. 25- Assertive Discipline (Supplied)
FIELD EXPERIENCE DUE (submit in live text templates and scan
Signature sheet into each template.***

Wed. Nov. 27- Thanksgiving Holiday

***Mon Dec. 2-Cooperative Discipline (Supplied)
PERSONAL MANAGEMENT PLANS DUE (submit in LT template)
- Comparison of Jones Tools for Teaching, Assertive Discipline, and
Cooperative Discipline***

Wed. Dec. 4- Culminating activity

Thurs. Dec. 5- Study Day

Wed. Dec. 11----- Comprehensive final examination. 8:00-9:45.

This schedule is subject to change based upon student and instructor needs. Due dates may change and changes will be communicated in class or in e-mails.

