

EDS 401
Supporting Positive Classroom Behavior
Eastern Mennonite University
Fall 2012

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Class Times: Wednesday 7:00-8:50 pm

Location: CC 201

Semesters Hours: 2

REQUIRED TEXTS:

Danforth, S., & Smith, T. J. (2005). *Engaging troubling students : A constructivist approach*. Thousand Oaks, CA : Corwin Press.

Amstutz, L. S., & Mullet, J. H. (2005). *The little book of restorative discipline for schools: Teaching responsibility; creating caring climates*. PA: Good Books.

COURSE DESCRIPTION:

This course explores current research-based best practices to support positive behavior development in children, particularly those identified as having specific learning and/or behavioral challenges. The restorative discipline approach modeled in this course recognizes the hurt generated by misbehavior, and seeks to restore relationships and motivate positive change through accountability structures developed collaboratively by those affected by the misbehavior. The course focuses on culturally sensitive strategies to prevent harmful behaviors and explores research and best practice interventions for reoccurring behavior

CLASSROOM CLIMATE:

As professional educators, the free discourse of ideas should be expected. The classroom is a space that thrives on the open exchange of ideas, thoughts, emotions, and convictions. You may find that some of the class readings and/or discussions challenge your views and theoretical frameworks. I expect you to be open to differences and maintain a willingness to interpret issues from frameworks that may or may not be quite so comfortable for you. I have opinions, which I may express from time to time. You are free to express either agreement or disagreement without fear of consequences. I may challenge your views or disagree with them, but be assured that you will experience no consequences for disagreeing with me. If you feel that I am violating this commitment, please make an appointment with me so that we can discuss the issue. Also, please be sensitive in your class participation by not unfairly dominating discussions. Be aware of others' right to speak and welcome questions from your classmates. My goal is to create a safe space in which everyone feels that they can participate. This does not mean people cannot disagree or that people cannot have emotions connected to their words. What it does mean is that we all need to be sensitive, appreciative, and respectful, no matter how strongly we might disagree (adapted from K. Roulston's syllabus at UGA and M. Sallee's syllabus at UTK). Beyond creating a safe environment for exchanging ideas, it is my hope that we can together create a scholarly environment that values thinking, study, and a degree of professionalism that is required by today's educators. I hope to be able to support you as you begin to develop your professional identity as a teacher. I anticipate that everyone will make an A in the course; your learning is what I am most concerned about and is what will make a difference for your students. In order to accomplish this learning, you will be expected to come to class prepared, which means you should anticipate spending 6-8 hours outside of class reading and working on course assignments. I will occasionally send out emails with additional readings, reminders, or adjustments to assignments; please check your email regularly as this is my primary way of communicating with you.

COURSE GOALS & OUTCOMES

Goals: The student will demonstrate knowledge of the following:

1. The laws, policies, and ethical principles regarding behavior management planning & implementation (NCATE-CEC: Foundations; Learning Environments, Instructional Planning & Professional & Ethical Practice; CEC: CC6K1; EMU: PK)
2. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (NCATE-CEC: Learning Environments & Professional & Ethical Practice; CEC: CC6K2; EMU: Ca)
3. Social skills needed for education and other environments (NCATE-CEC: Development/Characteristics of Learners, Individual Differences, Learning Environments, Language); CEC: CC6K3; EMU: PK, C, Ca)
4. Strategies for crisis prevention and intervention (NCATE-CEC: Foundations, Instructional Strategies, Instructional Planning, Professional & Ethical Practice & Collaboration; CEC: CC6K4, EMU: PK, C, L)
5. Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world (NCATE-CEC: Individual Differences, Learning Environments, Instructional Strategies & Collaboration; CEC: CC6K5; EMU: Ca, C)
6. Basic classroom management theories and strategies for individuals with and without exceptional learning needs (NCATE-CEC: Foundations, Development & Characteristics of Learners, Instructional Strategies & Learning Environments); CEC: CC5K1; EMU: PK, C)
7. Research-based best practices for effective assessment & management of teaching & learning (NCATE-CEC: Development & Characteristics, Individual Differences, Assessment, Instructional Strategies, Learning Environments, Instructional Planning & Collaboration; CEC: CC5K2; EMU: PK, L)
8. Ways to create learning environments that allow students to retain & appreciate their own and each other's respective language and cultural heritage (Foundations, Individual Differences, Learning Environments & Language; CEC: CC5K4; EMU: Ca)
9. Parent and community education programs & behavior management guides, including those commercially available, that address the management of severe behavioral problems & facilitate communication links applicable to individuals with disabilities (NCATE-CEC: Development & Characteristics, Language, Instructional Planning, & Professional & Ethical Practice; CEC: II7K2 & BD7K2; EMU: PK, L, C)

Objectives: The student will demonstrate understanding and be able to apply:

1. a variety of effective behavior management strategies that promote emotional well-being and teach and maintain behavioral conduct and skills (NCATE: Instructional Strategies & Learning Environments; CEC: CC6S1; EMU: PK, C)
2. the least intensive behavior management strategy consistent with the needs of the individual learner (NCATE-CEC: Development & Characteristics of Learners & Individual Differences; CEC: CC6S2; EMU: PK)
3. the learning environment to manage behaviors to address diverse approaches, cognitive, affective, social, and ecological theory and practice (NCATE-CEC: Learning Environments; CEC: CC6S3; EMU: PK)
4. procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self esteem (NCATE-CEC: Development of Learners, Individual Differences, Instructional Strategies, Learning Environments, Language & Assessment; CEC: CC6S6; EMU: I, PK, C, Ca)

Teacher Candidate Performance Outcomes:

Scholarship (S): to acquire knowledge through the liberal arts, Core General Education Curriculum and specialty area studies and to organize and integrate that knowledge across disciplines and cultures.

Inquiry (I): to generate questions and to use critical thinking to self-assess, to view problems collaboratively and from multiple perspectives, and to make informed, research-based decisions to enhance student learning.

Professional Knowledge (PK): to demonstrate pedagogical and professional knowledge in order to create, manage, and assess diverse environments conducive to learning and setting high expectations.

Communication (C): to acquire and use knowledge of effective verbal, nonverbal, and technological communication strategies to support student learning, to solve problems, and to create peaceable climates.

Caring (Ca): to develop a nurturing spirit that honors diversity, advocates for students, integrates Christian faith and ethics, and promotes peace building in diverse settings.

Leadership (L): demonstrate high aspirations for themselves and their profession and to influence positive change in educational settings.

5. mediation for the controversial intercultural issues among students within the learning environments in ways that enhance any culture, group, or person (NCATE-CEC: Foundations, Individual Differences, Learning Environments & Language; CEC: CC6S9; EMU: C, I, L)
6. principles of restorative justice when planning, managing and motivating teaching and learning (EMU: Ca, C)

Outcomes: The student will:

1. apply understanding of theories behind reinforcement techniques & their applications for teaching individuals with disabilities, in case study contexts (CEC: BD6K3)
2. identify theories of behavior problems in individuals with disabilities, including self-stimulation and self abuse, when analyzing case studies (CEC: MR6K1)
3. articulate the impact of multiple disabilities on behavior and learning (CEC: MR6K2)
4. in simulated contexts, demonstrate skill in crisis intervention, with emphasis on using nonviolent methods to deter aggressive behaviors (CEC: IIC6S6 & BD4S7)
5. define and use skills in problem-solving and conflict resolution (CEC: IIC6S4 & BD6S5) including the use of negotiation, mediation, and conferencing skills
6. implement and evaluate group management techniques and individual interventions that teach and maintain emotional, behavioral and social skills
7. plan a variety of nonaversive techniques for the purpose of controlling targeted behavior & maintaining attention of individuals with disabilities (CEC: IIC6S1 & BD6S1)
8. select target behaviors to be changed & identify the critical variables affecting the target behavior (CEC: IIC6S2 & BD6S3)
9. develop a positive behavioral support plan that is based on a functional assessment of behavior. This plan will include components of student self-management of the plan.
10. develop & facilitate use of behavior crisis management plans (CEC: IIC6S6 & BD4S7)
11. facilitate development & implementation of rules and appropriate consequences (CEC: IIC6S7 & BD4S8)

Academic Support

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Students Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 and the ADA Amendments Act of 2008. It is our desire to meet the learning needs of all of our students. If you have a specific need, please feel free to let us know and we will work with you to ensure that this learning situation is accommodating. Further, Student Disability Support Services provides appropriate accommodations to students with disabilities. Students can request assistance by calling Joy Martin at 540-432-4233 or by emailing her at joy.martin@emu.edu

Writing Tutors

Please take advantage of the free individual tutoring from our writing tutors. Writing tutors are strong writers who hold scheduled one-on-one sessions with students and are an excellent resource for writers at any level or at any stage in the writing process. Please remember that writing tutors do not provide an editing or proofreading service. They will help you put what you learn into practice and will work with you to improve your own proofreading and editing skills. To make an appointment, please access WOnline through myEMU.

Academic Integrity

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2011-12 Undergraduate Catalog.] This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

COURSE REQUIREMENTS

Attendance and Participation:

Your attendance and active participation are strong indicators of your commitment to not only this course, but to the teaching profession. Along with attendance and class participation, there are several assignments and a final examination for the course. Each of the assignments is designed both to enhance and assess your understanding of the objectives for the course. It is important to observe assignment due date deadlines. Please note that none of the assignments can be completed successfully by simply expressing your opinion or depending on your prior experience, although both of those things are valued in this course. Because an essential component of professional behavior is to draw from the profession's knowledge base, you will be expected to work from a scholarly literature base when you prepare your responses for class activities/assignments. This means you must read!

Participation includes your ability to contribute to a safe and scholarly learning environment by exhibiting mutual respect and openness, as well as by demonstrating that you have read and prepared for class. According to the Faculty/Staff Handbook for EMU, you should anticipate spending 2 hours outside of class for every hour spent in class; that means, for this 2-hour course, you should expect to spend a minimum of 4 hours outside of class preparing for class. I expect that you will have completed the assigned readings for each class. Further, you will be expected to function in a leadership capacity at various points in the course. This may involve such activities as giving a short presentation, leading a discussion group, or participating in small group activities as a leader. You are expected to attend and be prepared for **all** classes. In case of an emergency or departmentally approved activity, please notify me **prior to** class via e-mail or phone. If you do miss class, it is important that you arrange for a classmate to take notes and collect any handouts for you. You are responsible for any class work or assignments that you missed. Points for missed classes will NOT be redeemed without meeting with me to discuss the missed class content.

Case Study Analyses

Students will be assigned different cases throughout the semester. Students will read, analyze, interpret, and answer questions regarding the case. Cases will be discussed during class sessions and you will write up your reflections independently.

Journal Article Reviews

In addition to the required course textbook readings, you will read articles from scholarly journals and respond to them in 1-2 pages. They will be related to topics we will be discussing in class. I will bring in suggested articles throughout the course from which you may choose or you may find articles independently. Please note that these must be peer reviewed, scholarly journals. These independent readings will require you to provide a brief summary and a response to the article. I will provide some questions that you might consider as you read and respond.

Inquiry into the Familiar

Students will work in pairs to research a familiar schooling practice (something that we accept as "normal" without question) specifically related to student behavior, classroom climate, or discipline. For example, the practices of walking in straight lines or the use of detention are familiar practices in schools. Where did these practices come from? What messages do these practices send to students? How do they contribute to or interfere with creating safe, supportive, and healthy learning environments? What assumptions are represented by these practices? Are there other ways of thinking about these practices? Alternatives? You and your partner will lead the class in a discussion of the practice, providing opportunities for your classmates to explore and question some of the taken-for-granted practices of schooling.

Facilitation of Climate Building

Each week, a member of our learning community will facilitate the beginning or ending of class by presenting the class with some strategy for building classroom climates that are safe, supportive, and healthy. I will cover the first two weeks and you will sign up for the other weeks. After your week of facilitating, you will write a brief reflection over the experience, including what went well (or not) and what you learned through the process.

Designing an Intervention Support Plan

You will craft a modified version of a Functional Behavioral Analysis (FBA) in order to develop an appropriate plan to address a targeted behavior. Since self-regulation is such an important goal for students, student input and ownership should be included as part of the overall plan. Further, you will write a reflection about the plan, considering where and how the plan aligns with your own assumptions about student behavior and classroom management.

ASSIGNMENTS AT A GLANCE:

Assignment	Due Date
Attendance, Participation, & Assigned Readings	Every week
Journal Reviews	Choose 3 of the 6 dates listed in the tentative schedule
Case Study Analyses	Will mostly be done in class, reflections done at home
Inquiry into the Familiar	Proposal due: Oct 3 Presentations made throughout the course depending on proposals
Group Facilitation Practice and Reflection	Sign up for a week to facilitate; reflection due the following week
Intervention Support Plan	November 28
Final Exam	December 12, 2012 4:40pm
Total	

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TENTATIVE COURSE SCHEDULE

NOTE: Under “Readings,” ETS stands for Engaging Troubling Students; RDS stands for The Little Book of Restorative Discipline for Schools; and JR stands for Journal Readings that will be assigned.

Date	Topic	Readings & Assignments Due	Group Facilitator
Week 1 August 29	Introductions-Building our Community Building a Safe, Supportive, and Healthy learning Environment What do we mean by positive behavior? What to expect from this class		
Week 2 September 5	Community-building (circles, listening to students, etc.)	Articles on listening by Allison Cook-Sather and Brenda Euland; article on Circles, by Kay Pranis	Kathy
Week 3 September 12	History of Discipline Practices in the US, Laws related to school discipline	ETS: Chapter 1 History of Discipline (Evans)	
Week 4 September 19	Theories of Classroom Management and Discipline	ETS: Chapter 2	
Week 5 September 26	Classroom Management: Procedures, Expectations, Rules	ETS: Chapter 3 Journal Article Review 1: Creating Caring Climates	
Week 6 October 3	Teaching social skills, conflict resolution, problem-solving, and self-regulation	ETS: Chapter 7 Journal Article Review 2: Conflict Resolution Inquiry into the Familiar Proposal due	
Week 7 October 10	Restorative Justice as an approach to discipline	RDS: pp. 1-45	
Week 8 October 17	Applications of RJ	RDS: pp. 46-79 Journal Article Review 3: applications of Restorative Justice	
Week 9 October 24	Exclusionary Discipline and Zero Tolerance	Journal Readings to be discussed in class Journal Article Review 4: Zero Tolerance and Suspensions	

Week 10 October 31	Functional Behavior Assessments and other Current Disciplinary Practices	Journal Readings to be discussed in class	
Week 11 November 7	Responding to Violence, Aggression, and Defiance	Journal Readings to be discussed in class Journal Article Review 5: Responding to troubling behavior	
Week 12 November 14	Disproportionality: Race, Gender, and Disability	ETS: Chapter 10 Journal Readings to be discussed in class Journal Article Review 6: Racial disproportionality	
November 21	Thanksgiving Break		
Week 13 November 28	Working with families and other community resources	ETS : Chapter 9 Intervention Support Plan due	
Week 14 December 5	Teacher self-care, the power of affect, and love – yes, in a scholarly sense	ETS: Chapters 6 and 11	
December 12	Final Exam at 4:40pm		

OPTIONAL READINGS and RESOURCES

- Advancement Project (2005). *Education on lockdown: The schoolhouse to jailhouse track*. Washington, D.C.: Author.
- Advancement Project (2010). *Test, punish, and push out: How "zero tolerance" and high-stakes testing funnel youth into the school-to-prison pipeline*. Washington, D.C.: Author.
- Advancement Project/Civil Rights Project. (2000). *Opportunities suspended: The devastating consequences of zero tolerance and school discipline*. Cambridge, MA: Author.
- American Psychological Association (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63(9), 852-862.
- Bodine, R. J. & Crawford, D. K. (1998). *The handbook of conflict resolution education - a guide to building quality programs in schools*. San Francisco, CA: Jossey-Bass Publishers.
- Brown, T. M. (2007). Lost and turned out: Academic, social and emotional experiences of students excluded from school. *Urban Education*, 42(5), 432-455.
- Cameron, C., Tate, B., MacNaughton, D., & Politano, C. (1997). *Recognition without rewards*. Winnipeg: Peguis Publishers.
- Cameron, L., & Thorsborne, M. (2001). Restorative justice and school discipline: Mutually exclusive? In J. Braithwaite & H. Strang (Eds.), *Restorative justice and civil society* (pp. 180-94). Cambridge: Cambridge University Press.
- Carlsson-Page, N. & Levin, D. E. (1992). Making peace in violent times: a constructivist approach to conflict resolution. *Young Children*, 4-13.
- Cassidy, W., & Jackson, M. (2005). The need for equality in education: An intersectionality examination of labeling and zero tolerance practices. *McGill Journal of Education*, 40(3), 445-466.
- Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth, K-8*. Greenfield, MA: Northeast Foundation for Children.
- Children's Defense Fund (2007). *America's cradle to prison pipeline*. Cambridge, MA: Washington Research Project.
- Christle, C., Nelson, C. M., & Jolivette, K. (2004). School characteristics related to the use of suspension. *Education and Treatment of Children*, 27(4), 509-526.
- Claassen, R. & Claassen, R. (1998). *Making things right*. Fresno, CA: Center for Peacemaking and Conflict Studies.
- Children's Defense Fund (2007). *America's cradle to prison pipeline*. Cambridge, MA: Washington Research Project.
- Christle, C., Nelson, C. M., & Jolivette, K. (2004). School characteristics related to the use of suspension. *Education and Treatment of Children*, 27(4), 509-526.
- Curwin, R. L. & Mendler, A. N. (2000). Six strategies for helping youth move from rage to responsibility. *Reaching today's youth*, 4(2), 17-20.
- Evans, K. R., & Lester, J. N. (2012). Disturbing distractions: Speaking back to racialized school discipline practices. *Cultural Studies/Critical Methodologies*.
- Evans, Katherine R., & Lester, Jessica N. (2012). Zero tolerance: Moving the conversation forward. *Intervention in School and Clinic*.
- Fenning, P., & Rose, J. (2007). Overrepresentation of African American students in exclusionary discipline: The role of school policy. *Urban Education*, 42(6), 536-559.
- Ferguson, A. A. (2000). *Bad boys: Public schools in the making of black masculinity*. Ann Arbor: The University of Michigan Press.
- Forcey, L. & Harris, I. (1999) (ed.). *Peacebuilding for adolescents: Strategies for educators and community leaders*. NY: Peter Lang.

- Fine, M., & Weis, L. (2003). *Silenced voices and extraordinary conversations: Re-imagining schools*. New York: Teachers College Press.
- Gartrell, D. (1995). Misbehavior or mistaken behavior? *Young Children*, 50(5), p. 27-34
- Gregory, A., & Weinstein, R. S. (2008). The discipline gap and African Americans: Defiance or cooperation in the high school classroom. *Journal of School Psychology*, 46, 455-475.
- Hopkins, B. (2004). *Just schools: A whole school approach to restorative justice*. London: Jessica Kingsley Publishers.
- Hopkins, B. (2002). Restorative justice in schools. *Support for Learning*, 17(3), 144-149.
- Hyman, I. A., & Snook, P. A. (1999). *Dangerous schools: What we can do about the physical and emotional abuse of our children*. San Francisco: Jossey-Bass Publishers.
- Hyman, I. A. & Snook, P. A. (2000). Dangerous schools and what you can do about them. *Phi Delta Kappan*, 81(7), 488-501.
- Ierley, A. & Claassen-Wilson, D. (2003). Making things right: Restorative justice for school communities. In Jones & Compton (Ed.), *Kids working it out*. San Francisco: Jossey-Bass.
- Janney, R. & Snell, M. E. (2008). *Behavioral support: Teacher's guides to inclusive practices* (2nd Ed.). Baltimore: Paulh Brooks
- Justen, J. E., & Howerton, D. L. (1993). Clarifying behavior management terminology. *Intervention in School and Clinic*, 29, 36-40.
- Kupchik, A., & Ellis, N. (2008). School discipline and security: Fair for all students? *Youth & Society*, 39(4), 549-574.
- Lantieri, L. & Patti, J. (2002). The road to peace in our schools. *Educational Leadership*, 54(1), 28-31. Liaupsin, C. J., Scott, T. & Nelson, C. *Functional behavioral assessment: An interactive training module*. Longmont, CO: Sopis West.
- Lieber, C. M. (1998). *Conflict resolution in high school: 36 lessons*. Cambridge, MA: Educators for Social Responsibility.
- Little, M. (2000). Reframing challenging behaviors by meeting basic needs: A community circle of caring model for the classroom. *Reaching Today's Youth*, 4(2), 21-26.
- Lipchitz, L. Restorative justice in school settings. Retrieved January 15, 2004 from <http://www.iapeace.org/rj%20schools%20article.htm>
- Lloyd, J. W., Forness, S. R., & Kavale, K. A. (1998). Some methods are more effective. *Intervention in School and Clinic*, 33, 195-200.
- Maag, J. W. (2001). Rewarded by punishment: Reflection on the disuse of positive reinforcement in schools. *Exceptional Children*, 67, 173-186.
- Morris, R. C. & Howard, A. C. (2003). Designing an effective in-school suspension program, *The Clearing House*, 76(3), 14-17.
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- Noddings, N. (2006). Educational leaders as caring teachers. *School Leadership and Management*, 26(4), 339-345.
- Noguera, P. A. (2003). Schools, prisons, and social implications of punishment: Rethinking disciplinary practices. *Theory into Practice*, 42(4), 341-350.
- Noguera, P. A. (2007). How listening to students can help schools to improve. *Theory into Practice*, 46(3), 205-211.
- Noguera, P. (2008). What Discipline Is For: Connecting Students to the Benefits of Learning. In M. Pollock (Ed.), *Everyday Antiracism: Getting Real About Race in School* (pp. 132-137). New York: The New Press.

- Park, K. L. (2007). Facilitating effective team-based functional behavioral assessments in typical school settings. *Beyond Behavior*, 17(1), 21-31.
- Payne, L. D., Scott, T. M., & Conroy M. (2007). A school-based examination of the efficacy of function-based intervention. *Behavioral Disorders* 32, 158-174.
- Porro, B. (1996). *Talk it out: conflict resolution for the elementary classroom*. Alexandria, VA: Association for Supervision & Curriculum Development.
- Public Agenda. (2004). *Teaching interrupted: Do discipline policies in today's public schools foster the common good?* New York: Public Agenda.
- Robinson, T. R. (2007). Cognitive behavioral interventions: Strategies to help students make wise behavior choices. *Beyond Behavior*, 17(1), 7-13.
- Rodriguez, L. F. (2008). Struggling to recognize their existence: Examining student-adult relationships in the urban high school context. *Urban Review*, 40, 436-453.
- Schrock-Shenk, C. (Ed.) (2000). Beyond punishment - restorative discipline in schools, *Conciliation Quarterly*, 19(2), 1-16.
- Sheets, R. H. (2002). "You're just a kid that's there" – Chicano perception of disciplinary events. *Journal of Latinos and Education*, 1(2), 105-122.
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- Stinchcomb, J. B., Bazemore, G., & Riestenberg, N. (2006). Beyond zero tolerance: Restoring justice in secondary schools. *Youth Violence and Juvenile Justice*, 4(2), 123-147.
- Sullivan, D., & Tifft, L. (2001). *Restorative justice: Healing the foundations of our everyday lives*. Monsey, NY: Willow Tree Press.
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- Zehr, H. (1990). *Changing lenses*. Scottsdale, PA: Herald Press.
- Zehr, H. (2004). *The little book of restorative justice*. Intercourse, PA: Good Publishers.