University of North Texas at Dallas
Spring 2016
SYLLABUS

EDSP4340D: Instructional and Behavioral Management - 3HRS	
School of Education and Human Services: Department of Education	

Instructor Name:	**Larry C. Bryant**
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Office Hours:	Mon (2-5), Tues (2-5), Wed (2-5) *Best to schedule meeting than to walk-in.
Virtual Office Hours:	*By appointment*

Classroom Location:	DAL 1; 208
Class Meeting Days & Times:	Tuesdays (11:30 – 2:20)

Course Catalog Description:	This course provides a comprehensive knowledge base concerning instructional and behavior management. Areas of emphasis include structuring the classroom for success, planning for instruction, managing materials and equipment, and assessing and managing student and group behavior.

Prerequisites:	Admission to Teacher Education
Co-requisites:	**N/A**

Required Text:	Scheuermann and Hall. (2012). Positive Behavioral Supports for the Classroom. (2nd) Pearson.

Recommended Text and References:	

Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; Web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; E-mail: 1012mgr@fheg.follett.com

Student Success	
All Students	All students will receive rigorous, high quality instruction, activities, assignments, dialogue, discussions, and assessments.
Some Students	Some students will be targeted for minor interventions, as course content may be challenging to them. In this case, students will be asked to schedule an office visit for individualized support.
Few Students	Few students will need additional interventions, as course content may be difficult to them. In this case, students will be mandated to schedule an office visit for intensive individualized support.

Dr. Bryant's Theory of Pedagogy (teaching)	
Behaviorism	Behavioralism is a worldview that operates on a principle of "stimulus-response." All behavior caused by external stimuli (operant condition). All behavior can be explained without the need to consider internal mental states or consciousness. Behaviorism is a worldview that assumes a learner is essentially passive, responding to environmental stimuli. The learner starts off as a clean slate (i.e. tabula rasa) and behavior is shaped through positive reinforcement or negative reinforcement. Both positive reinforcement and negative reinforcement increases the probability that the antecedent behavior will happen again. In contract, punishment (both positive and negative) decreases the likelihood that the antecedent behavior will happen again. Positive indicates the application of a stimulus; Negative indicates the withholding of a stimulus. Learning is therefore defined as a change in behavior in the learner. Lots of (early) behaviorist work was done with animals (e.g. Pavolv's dogs) and generalized to humans. Behaviorism precedes the cognitivist worldview. It rejects structuralism and is an extension of Logical Positivism. *Theoriest: John B. Watson, Ivan Pavlov, B.F. Skinner, E.L. Thorndike (connectionism), Bandura, Tolman (moving toward cognitivism)*
Constructivism	Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representation are subjective. A reaction to didactic approaches such as behaviorism and programmed instruction, constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it. Knowledge is constructed based on personal experiences and hypothesis of the environment. Learners continuously test these hypotheses through social negotiation. Each person has a different interpretation and construction of knowledge process. The learner is not a blank slate (tabula rasa) but brings past experiences and cultural factors to a situation. Constructivism assumes that all knowledge is constructed from the learner's previous knowledge, regardless of how one is taught. Thus, even listening to a lecture involves active attempts to construct new knowledge. *Theorist: Vygotsky, Piaget, Dewey, Vico, Rorty, Bruner*

Course Goals: Students will…
1. Foundations of Classroom Management and Positive Behavior Supports;
2. Creating a Proactive Learning Environment using Universal Level Supports and Interventions;
3. Using High Quality Instruction to Prevent Inappropriate Behavior;
4. Prevention through Cognitive and Social Monitoring;
5. Using Targeted Level Interventions and Supports;

Course Theoretical Concepts and Content Objectives: Students will:
1. To reduce prejudice.
2. To broaden perspectives.
3. To learn from the mistakes and successes of the past.
4. To become aware of the world interdependence.
5. To become aware of multiple causation. No event has happened for one reason.

Student Learning Outcomes/Course Outcomes: Students will be able to:
1. Recognize behavioral norms within the classroom setting.
2. Describe management skills as related to the classroom (the learner's development, differences, and environment).
3. Research and Give details regarding unique aspects of the classroom including special needs (other than SPED) and aggression (Bullying).
4. Research and Develop differentiated techniques and strategies to address student's academic and social emotional behaviors and skill level.
5. Research and demonstrate an understanding of a variety of classroom management programs.

Course Portfolio Assessment

During this course you will demonstrate your knowledge by creating a student product portfolio. A student portfolio is a systematic collection of your work and related material (s) that depicts your activities, accomplishments, and achievements during this course. The collection should include evidence of your *reflection* and *self-evaluation*, guidelines for selecting the portfolio contents, and criteria for judging the quality of your work (*see appendix*). The goal is to help you assemble portfolios that illustrate your talents, represent their writing capabilities, and tell your stories of school achievement.

You will develop a product portfolio, which will demonstrate your mastery of the learning task, the set of learning objectives, and contain only your best work. You will use your process portfolio to help you identify the learning goals, document your progress over time, and demonstrate your learning mastery. In general, I prefer to use process portfolios because they are ideal for documenting the stages that you will go through as you learn and progress.

Steps in the Portfolio Assessment Process - First, the following section will clearly identify the portfolio contents, which are samples of your work, reflections, teacher observations, and any conference records. Second, you will develop a calendar of procedures for keeping track of the portfolio contents and the grades of particular portfolio content. Third, you need to plan on participating in a portfolio conference, which is a formal or informal meeting, in which you review your work and discuss your progress. Because the conference encourages reflective teaching and learning, it is an essential part of the portfolio assessment process.

Advantages of Portfolio Assessment
• Promoting student self-evaluation, reflection, and critical thinking.
• Measuring performance based on genuine samples of student work.
• Providing flexibility in measuring how students accomplish their learning goals.
• Enabling teacher and student to share the responsibility for setting learning goals and for evaluating progress toward meeting those goals.
• Giving students the opportunity to have extensive input into the learning process.
• Facilitating cooperative learning activities, including peer evaluation and tutoring, cooperative learning groups, and peer conferencing.
• Providing a process for structuring learning in stages.
• Providing opportunities for students and teachers to discuss learning goals and the progress toward those goals in structured and unstructured conferences.
• Enabling measurement of multiple dimensions of student progress by including different types of data and materials.

List of Portfolio Content

** Each content activity must include a reflection (*see appendix*)

Whole Brain Notebook (100 points): The Whole Brain Notebook is based upon the research of hemispheric specialties. It aids the student with literacy, specifically vocabulary. It also allows use of multiple intelligences, as well as allows for the use of multiple learning channels: auditory, visual, and kinesthetic-tactile. In completing the hemispheric connector, please use the formula provided in the example.

Intro/Extro Activity (20 points): The Intro activity is a scavenger hunt of the syllabus. You will answer a number of questions about the syllabus. The Extro activity, you will have to identify the Student Learning Outcomes (SLO) and state how you met each SLO. Each Outcome must be at least a paragraph in length and you can use any resource that was presented to you during the semester to identify how you met the SLO.

***TK20* - Classroom Planning and Organization (25 points):** This assignment asks students to develop a comprehensive classroom organization and management plan that addresses the learner's environment. You are asked to think about and plan for the way you will set up the physical arrangement of your classroom; establish procedures and routines; and how you plan to address a variety of behavior management issues. This assignment also asks you to describe how you will take into account the learner's development and learner's differences. You must address the academic and social emotional rational for each aspect of your plan. See the appendix for more details.

Classroom Expectations (20 points): Create behavior expectations for your classroom. Create behavior matrix. The matrix will include expected behaviors for each classroom area, playground, cafeteria, hallways, and classroom. Please make sure that this is in chart form. Make sure that the behaviors are observable, measurable and teachable.

Social Skills Teaching Script (20 points): Evaluate five (5) commercial products, then develop and teach a social skills lesson to the class; Your production evaluation should consist of the name of the product, the manufacture, where it can be found/purchased, how to use it, when to use it, and with whom to use it. Create a teaching script that instructs a student on how to perform pro-social or socially appropriate behaviors. This is where you will develop a lesson plan specifically to teach a particular behavior to students. Make copies of your evaluation and your teaching script to distribute to the class.

Behavior Management Program (20 points): In this section write a 2 to 4 paged paper on your beliefs about how behavior should be shaped and reinforced in a school environment. Create reinforcement system and (reward system and activities) explain your philosophy about reinforcement and reward. In addition, describe, how will children be recognized for performing the expected behaviors, both academically and social emotionally?

Parent/Peer Demonstration (25 Points): Develop a power point for peers or parents introducing the foundations and details of your classroom management and the fundamentals parts of the approach and program. You will need to develop a three-panel brochure to include the highlights of your presentation as well as additional resources, references, articles, support services in the state. You should have a maximum of 15 slides.

Literature Review Research Activity (50 points): Research ten (10) articles that are directly related to classroom or classroom/behavior management. Your articles must take into account aspects of *__culture, age, gender, race, language, economic status, nationality and/or sexual orientation__*. In addition, you must write a five (5) paged paper, using conventional English writing styles. When documents are submitted, you need to ensure that they are in the format in which the instructor can read. For this course, that means *__all word-processed work will be in APA writing style ONLY__*.

Earned	Learning Activity	Points
	Intro/Extro Activity	20
	Literature Review Research Activity	50
	Whole Brain Notebook	100
	Parent/Peer Demonstration	25
	Classroom Planning & Organization	25
	Behavior Management Program	20
	Social Skills Teaching Script	20
	Classroom Expectations	20
	Total	280

Grade Determination:

GRADE   POINTS
A...252-280 (90-100%)
B...224-251 (80-89%)
C ………………………………………………196-223 (70-79%)

Final Grade Computation: Points toward the final grade will be awarded accordingly: This is tentative and may be changed with prior notice.

**An Incomplete Grade is given ONLY under <u>significant extenuating circumstance</u> WITH supporting documentation *and* at the professor's discretion.

Proficiency Measures

Objective	Assignment	INTASC	CEC
SLO 1	**Whole Brain Notebook** **Classroom Expectations** **Behavior Management Program** **Classroom Planning & Organization**	**1, 2. 3**	**1, 2, 3, 4, 5, 6, 7**
SLO 2	**Classroom Planning & Organization** **Behavior Management Program**	**2. 3**	**2, 5, 7**
SLO 3	**Literature Review** **Parent/Peer Demonstration** **Classroom Planning & Organization** **Classroom Expectations**	**1, 2, 3**	**3, 4, 5, 7**
SLO 4	**Social Skills Teaching Script** **Behavior Management Program**	**1, 2**	**5, 7**
SLO 5	**Literature Review** **Parent/Peer Demonstration** **Behavior Management Program**	**1, 3**	**7, 9, 10**

Tentative Course Schedule

Date	Content	Due
January 20	Introduction to the Course Introductions	Due: Intro Activity Organize Your Calendar Philosophy of Classroom Management
January 27	Intro to Behavior Mgmt and PBS Three Tier Model of Prevention and Nine Guiding Principles	Readings: Chapter 1
February 3	Theoretical Models	Readings: Chapter 2 Due: Classroom Planning & Organization
February 10	Prevention through School-wide	Readings: Chapter 5 Portfolio Checkpoint 1
February 17	* *Critical Questions in Education Conference*	**No Class**
February 24	Rules and Procedures	Readings: Chapter 6 Portfolio Conference
March 3	Scheduling, Organization and Climate of Classroom	Readings: Chapter 7 Due: Classroom Expectations
March 10	FBA – FBA & IDEA, Collecting Data, Types, Hypothesis, Competing Pathways	Reading: Chapter 3; pp 75-106 and pp 106-144
March 17	Spring Break	**No Class** Due: Behavior Management Program
March 24	Communicating with parents	Readings: See Instructor Portfolio Checkpoint 2
March 31	Social Skills Lesson Social Skills Presentations	Readings: See Instructor Due: Social Skills Teaching Script
April 7	Council For Exceptional Children Conference	**No Class**
April 14	Helping Students with Special Needs Positive and Negative Reinforcement	Readings: Chapter 10; pp 341 - *356 (see instructor for more details) Readings: See Instructor Due: Parent/Peer Demonstration
April 21	Building Relationships; Our attitudes, Managing teacher stress; encouragement	Readings: See Instructor Portfolio Checkpoint 3
April 28	Portfolio's	Due: Extro Activity Due: Literature Review Due: Whole Brain Notebook
May 5	Finals Week	