

EDUCATION 704 Section 71: CLASSROOM MANAGEMENT TECHNIQUES AND STRATEGIES

3 credits
Online
Summer 2022

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(she/her)

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Course Description

This course is designed to prepare the teacher with a background in management procedures associated with an applied behavior analysis approach to teaching. Strategies associated with both student-specific as well as classroom-level management issues will be covered. Teachers will practice taking behavior data and writing a Functional Behavior Assessment as well as a Behavior Improvement Plan. Teachers will become familiar with evidence and research-based strategies and interventions for behavior, social-emotional skills, as well as classroom management. Throughout the semester, teachers will be required to examine their own behavior and attitudes and the potential impact of these beliefs upon their students. Finally, teachers will become knowledgeable about regulations and ethical issues associated with responding to the challenging behavior exhibited by some students.

Course Learning Outcomes

1. Students will analyze research-based characteristics of student-centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.

Connects to: *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

2. Students will examine characteristics of students with disabilities and students who exhibit at-risk behavior and the effects of these characteristics on learning and development.

Connects to: *CEC Standard 1 - Learner Development and Individual Learner Differences.* Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

3. Students will create a basic classroom management plan using information gained through readings, activities, and their practicum experience.

Connects to: *CEC Standard 2 - Learning Environments.* Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

4. Students will develop skills in the functional behavioral assessment and behavior intervention process.

Connects to: *CEC Standard 4: Assessment.* Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

5. Students will identify evidenced-based strategies they can implement in their classroom.

Connects to: *CEC Standard 5 - Instructional Planning and Strategies.* Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

- Students will synthesize classroom learning with their practicum experience in a written summative paper.

Connects to: *CEC Standard 5 - Instructional Planning and Strategies.* Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Evaluation/Course Requirements*

Assignment	Brief Description	Points/Percentage	Learning Outcomes Met (#)
Classroom Management Plan			
Must Do Activities (modules 1, 2, 5, 6)	These are learning activities that are not listed below that must be completed.	50/ 12%	1, 2, 3, 5
Modules 1, 2, 5, and 6 Reflections	Students will choose 5 activities from the module choice board and then write a reflection about what they learned or realized from each activity.	140 (35 points each)/ 34%	1, 2, 5
Data Collection Activities (module 3)	Students will take and analyze behavior data.	30/ 7%	4
Data/FBA/BIP assignment (module 4)	Students will collect data on a real or case study student and then create a functional behavior analysis and behavior intervention plan to support the student's learning.	30/ 7%	2,3, 4
IRIS Modules (2)	Students will complete two IRIS modules	40/ 9%	2, 3
Graduate Student Project* Meets outcomes 1 or 3 in the Comprehensive portfolio	Students will choose a project (research paper, professional development, classroom materials, etc.) that will improve their knowledge or classroom management skills.	100/ 24%	1, 5
Practicum Assignment	Students will complete a practicum and write a short reflection.	25/ 6%	1, 2, 3, 5, 6
Total		415 points	

Required Course Materials

Scheuermann, B. K. & Hall, J. A. (2016). Positive behavioral supports for the classroom. 3rd Ed. Boston: Pearson.
ISBN 978-0-13-380481-2

Additional readings will be uploaded to Canvas.

Technology Guidelines

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at dos@uwsp.edu.

I commit to doing my part as well by keeping myself informed on the most recent research and practices that best support inclusive learning. I last completed [UWSP's SafeZone training](#) on: May 2021

Addressing Offensive or Archaic Language in Class

Throughout this class, we'll read texts by authors from minority communities. In telling their stories, some of these writers use offensive slurs. I will always provide you with advance warning when this is the case. If such terms are triggering to you, please let me know so that we can decide how to proceed.

I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. If I must reference an offensive term (in speech or in writing), I will do so elliptically--for example: n-word, f-word, etc. I ask that you do the same in your discussions and in your written work. If, in a written assignment, you are quoting from a section of our reading that makes use of an offensive term, please use dashes or asterisks rather than writing out the word (ex: n----- or f**). If you are uncertain whether or not a term is offensive, please email me to ask. If by chance someone accidentally replicates such a term, I will correct the error and ask them to avoid using it in the future, and/or ask the student to resubmit written work after deleting the term in question.

Additionally, some of our readings are historical. As such, they will make use of archaic terms when referring to specific minority groups. I will provide advance warnings when this is the case, and I will use contemporary terms for various identities in all lectures and discussions. I ask that you do the

same. If you are unsure of the correct terminology for specific groups, please email me to ask. If by chance someone uses an archaic term during discussion, I will correct the error and ask them to use the contemporary term in future conversations.

As a class, we will discuss and collectively decide how to handle archaic terminology in our writing. Options might include only using such terms when quoting directly from our readings, or replacing outdated terminology with the contemporary vocabulary by using brackets--for example [African American] or [LGBTQIA+]. Once we mutually agree upon how we would like to handle such terms in our writing, I will expect everyone to abide by that decision. Those who do not will be asked to correct their work and resubmit it.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Grading Scale

94 – 100% = A	77 – 79% = C+	60 – 63% = D-
90 – 93% = A-	74 – 76% = C	< 60% = F
87 – 89% = B+	70 – 73% = C-	
84 – 86% = B	67 – 69% = D+	
80 – 83% = B-	64 – 66% = D	

Communicating with your Instructor



Email is the quickest way to reach me at: sbueno@uwsp.edu



Zoom Videoconference is also available. **To book an appointment:**
<http://meet-with-dr-bueno.appointlet.com>

Communicate Clearly

Remember some faculty receive as many as 100 emails per day. Yours should be clear, concise, and professional so that your issues can be responded to effectively. Include the entire thread of an ongoing email conversation so that your instructor can recall the history of your issue without searching for other emails you have sent. Sign off with your first and last name. I will not open attachments without messages or messages that are illegible.

Office hours

You can book an individual appointment with me using this link:
<http://meet-with-dr-bueno.appointlet.com>

Netiquette

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:

- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable.

Adapted from: Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). Netiquette: Make it part of your syllabus. *Journal of Online Learning and Teaching*, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm; Shea, V. (1994). Netiquette. Albion.com. Retrieved from: <http://www.albion.com/netiquette/book/>.

Late Work

Module assignments have suggested due dates. Please use those due dates if you need them. If you turn in something past the suggested due date, I will not subtract points. **The course has a DROP DEAD DUE DATE of July 10th.** I need time to grade everything and grades are due the Thursday after the course ends. If you submit assignments past July 10th without prior approval, I will not grade it.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course

assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall Ext. 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

[Click here](#) to flag a policy or practice that disproportionately affects marginalized students

UWSP Service Desk (1st Floor, Albertson Hall)

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

Academic Honesty

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials

- Submitting, if contrary to the rules of a course, work previously presented in another course
- Tampering with the laboratory experiment or computer program of another student
- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Other Campus Policies

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the [Title IX page](#) for more information for guidance on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our [Annual Security Report](#). Another requirement of the Clery Act, is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our [Jeanne Clery Act](#) page.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our [copyright page](#).

Voter Registration Information

Register: Did you know you can register to vote and check your voter registration status at www.myvote.wi.gov?

Vote: In Wisconsin, you can vote absentee - or vote from home - in any election. You can request your absentee ballot at www.myvote.wi.gov (select "Vote Absentee" on the navigation page).

Make a Difference: Sign up to work the polls on election day by contacting your local city clerk office (find your clerk at <https://myvote.wi.gov/en-us/PollWorker>).

For more information on registration and voting procedure, visit your campus resource page at <https://linktr.ee/UWSPGOTV> or www.myvote.wi.gov

Course Schedule

(subject to change – See canvas for details)

Module Themes	Must Do's	Assignments and Due Dates
Module 1 (May 31 - June 6) THEMES: Theoretical Foundations of Behavior Management, Who are you as a manager?	Flipgrid Introduction Read and Watch: Ross Greene Classroom Management Philosophy Module Choices	Flipgrid Introduction (5 points) Classroom Management Philosophy (10 Points) Module Reflection (20 points)

<p>Module 2 (June 6 - June 13)</p> <p>THEMES: Managing Responsibly, Being Prepared, Rules and Procedures, climate</p>	<p>Classroom Expectations and Climate</p> <p>Procedure Lesson Plan</p> <p>Legal Issues of Classroom Management</p> <p>Module Choices</p>	<p>Classroom Expectations and Climate (10 points)</p> <p>Procedure Lesson Plan (10 points)</p> <p>Module Choices (20 points)</p>
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<p>Module 3 (June 14 - June 20) THEMES: Function of Behavior, Data collection, Behavior Assessment</p>	<p>Read Chapter 7</p> <p>Read Chapter 8</p> <p>Operationally Define Behavior</p> <p>Take Behavior Data</p> <p>Determine the Function of the Behavior</p>	<p>Behavior Sheets</p> <p>Discussion Board</p>
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<p>Module 4 (June 21 - June 27) THEMES: Writing an FBA/BIP</p>	<p>Writing and FBA/BIP</p> <p>Using FBA's to work with Challenging Behavior</p> <p>IRIS Module</p> <p>Work on Grad Assignment</p>	<p>Data/FBA/BIP assignment</p> <p>Iris Module</p>
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<p>Module 5 (June 28 - July 3) THEMES: Social skills and SEL, Reinforcements and Consequences, Self-Management Techniques</p>	<p>Read Chapter 10</p> <p>Read Chapter 11</p> <p>Choosing Reinforcements</p> <p>IRIS Module - SOS</p> <p>Module Choices</p>	<p>Choosing Reinforcements</p> <p>IRIS Module - SOS</p> <p>Module Choices (20 points)</p>
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<p>Module 6 (July 5 - July 8) THEMES: Behavior Reductive Techniques, Acting Out Cycle, Seclusion and Restraint</p>	<p>Grad Project Practicum Assignment Practicum Hours Log Module Choices</p>	<p>Grad Project Practicum Assignment Practicum Hours Log Module Choices</p>
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ALL assignments DUE July 10th OR make prior arrangements with me for a later due date/possible Incomplete.