EDUCATION 362, SECTION 1

CLASSROOM MANAGEMENT TECHNIQUES AND STRATEGIES  
Syllabus: Spring 2023

Mondays / Wednesdays 3:30 PM to 5:45 PM, CPS 326

|  |  |  |
| --- | --- | --- |
| |  | | --- | | **Instructor** Name: Amie Tolbert, M.Ed., Associate Lector (she/her/hers)  **Email:** [atolbert@uwsp.edu](mailto:atolbert@uwsp.edu) | | Office Location: CPS Room 431  **Office Hours:** By Appointment Only: <https://calendly.com/atolbert-2/15min> |

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# Purpose and Description of Course

This course is designed to prepare the future 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. Students will practice collecting data and writing a functional behavior analysis and behavior intervention plan. Throughout the semester, pre-service teachers will be required to examine their own behavior and attitudes and the potential impact of these beliefs upon their students. Finally, pre-service teachers will become knowledgeable about regulations and ethical issues associated with responding to the challenging behavior exhibited by some students. **This course requires a 15-hour Pre-Clinical Experience in a classroom setting with children with exceptionalities.** Students are to complete a minimum of 15 hours in a program that is supervised by a certified special education teacher in which programming/instruction related to IEP goals are being implemented for students with exceptional educational needs. For example, the hours may be accrued in an inclusive classroom in which the special educator typically participates or in a special education pull-out setting.

The intent of this Pre-Clinical Experience experience is for you to observe classroom management in a live setting with real students. Your Pre-Clinical Experience experience will be written about in a **Reflection Paper.**

# **Cou**rse Learning Outcomes

If you bring sufficient ability and apply reasonable effort to this course, you will improve your demonstrable knowledge, skills, and dispositions as aligned with the [Council of Expectational Children Initial Educator Preparation Standards](https://exceptionalchildren.org/standards/initial-special-education-preparation-standards) as follows:

1. Students will analyze research-based characteristics of student-centered classroom management emphasizing behavioral, social/emotional, physical, and academic components.
   1. **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.
   1. **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 Pre-Clinical Experience experience.
   1. **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.
   1. **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 synthesize classroom learning with their Pre-Clinical Experience experience in a written summative paper.
   1. **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 be able to answer the following Essential Questions surrounding Classroom Management and Behavior:**

1. What do I believe about behavior, classroom management, and children’s ability to control their behavior? How does that align with research?

2. How can I create a classroom environment, including a behavior plan, that provides safety and support and is conducive to learning for all students?

3. What evidence-based practices and strategies can I use to support students who are at-risk or have disabilities that affect behavior?

# Evaluation/Course Requirements

|  |  |  |  |
| --- | --- | --- | --- |
| Assignment | Brief Description | Points/  Percentage | Learning Outcomes Met (#) |
| Data Collection  /FBA/BIP/ | 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. | 30/8% | 1, 2, 4, 5 |
| IRIS Modules | Students will complete two IRIS modules | 50/11% | 1, 2, 4, 5 |
| Classroom Management Plan \*Need 80% or higher for student teaching | Students will create a beginning Classroom Management Plan including: Philosophy, culture and layout, rules, procedure lesson plan, reinforcements, and strategies. | 120/27% | 1, 2, 3, 5 |
| My  Classroom Management Philosophy | Students will apply their knowledge of theoretical education/development models and write their personal classroom management philosophy | 10/2% |  |
| Pre-Clinical Experience Reflection Paper and Pre-Clinical Experience hours/evaluation \*need to successfully pass course | Students will write a summative reflection paper in which they synthesize classroom learning with their Pre-Clinical Experience | 75/17% | 1, 2, 5 |
| Final Case Study | Students will apply what they’ve learned in class to a case study | 35/8% | 1, 2, 3, 5 |
| Attendance/ Participation  \*may be more or less depending on final number of classes | Attend class regularly and be on time. Students will earn participation points for in-class activities. With prior arrangements, these points can be made up. | 120/27% | 1, 2, 3, 4, 5 |
| Total points | \*I will preview assignments ahead of time with prior arrangements OR to allow you to resubmit assignments on a case-by-case basis | 440/100% |  |

# Required Course Materials

**REQUIRED TEXT:** Wheeler, J.J. & Richey, D.D. (2019). Behavior Management: Principles and Practices of Positive Behavior Supports, 4th Ed. Pearson.

# Dispositions:

As a teacher, I align my policies and choices with my department's expectations. The School of Education has adopted [a model of the dispositions](https://www.uwsp.edu/wp-content/uploads/2022/11/CPS-Education-Dispositions.pdf#:~:text=These%20qualities%20include%3A%20adapting%20to,professional%2C%20respectful%20and%20responsible%20ways.) we expect from our students and graduates. I don't expect you to be at the final "Mastering" level in your dispositions. Instead, I offer this model for your own self-evaluation and goal-setting.

# Technology Guidelines

# Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Unless we are using cell phones for a class activity, please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community. 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](https://www3.uwsp.edu/dos/Pages/Bias-Hate-Incident.aspx). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

# Addressing Offensive or Archaic Language in Class

Throughout this class, some of our readings and examples are historical and may use archaic offensive language. I will refrain from replicating offensive language in my lectures, class discussions, and written course materials. 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.

# 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: atolbert@uwsp.edu |
|  | Text or call my cell phone (715-896-5184) from 6:00AM to 9:00PM. Leave a clear, professional voicemail if I do not answer. |
|  | Videoconference is also available by request: <https://calendly.com/atolbert-2/15min> |

Communicate Clearly

Remember:

1. 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 respond to messages that are undecipherable.
2. I am a full-time public school teacher and cannot always provide an immediate response. For this reason, I have entrusted you with my cell phone number so that you can text me on an as needed basis. I will respond to emails , phone calls, and text messages as I am able to, but typically not before 4:00 PM. When you call or text, please include your first and last name in your communications.

# Office hours

I am typically not available without an appointment. Individual video conference meetings can be arranged through an email request, phone call, text message, or conversation directly before class. Depending on the time requested, I may be able to meet in person. I do not hold normal office hours during the following weeks: (Thanksgiving week, Spring Break, Summer Break, and finals weeks).

# Attendance

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes.* Any exceptions to the attendance policy should be confirmed in writing.**

In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. **It is expected that you come to class prepared - you’ve completed the reading/assignment for the day, and taken notes to remind yourself of the salient points of the reading when necessary.**

**Inclement Weather Policy**: Class will be held except in the case of extreme weather. The instructor and university will notify students of cancellations via your UWSP email account. Use your own judgment and always remember **your safety comes first.** If you cannot make it to class due to weather, you can email me two hours prior to class for a zoom link.

**If you need to miss class due to COVID-19 or an illness** - please email me two hours prior to class and I will provide a zoom link for you to attend class. Points for in-class activities that cannot be completed on zoom will need separate arrangement with me. Please use this accommodation as needed, but do not abuse it. It is expected that you are doing your best to be physically present and attend all class sessions.

If you need to miss class for any reason and you want to make-up the points, please contact me at least two hours BEFORE the absence and we will arrange a make-up assignment. Please use this accommodation as needed, but do not abuse it. It is expected that your priority is to attend classes in person.

**If there is an emergency and you cannot notify me of your absence ahead of time,** please let me know as soon as possible and we will make arrangements to cover the information you missed. Please use this accommodation as needed, but do not abuse it. It is expected that an emergency can happen, but they do not happen often. Partial class attendance will result in zero to partial participation points. It is expected that your priority is to attend classes in person. **Absences without prior notification** will result in zero participation/activity points without opportunity for make-up.

Please refer to the “Absences due to Military Service” and “Religious Beliefs Accommodation” below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](https://www3.uwsp.edu/regrec/Pages/Attendance-Policy.aspx):

* Attend all your classes regularly. We do not have a system of permitted "cuts."
* If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.
* During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.
  + If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or [DOS@uwsp.edu](mailto:DOS@uwsp.edu) .
  + If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed.  Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
  + If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
  + If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
  + If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

# Late Work

I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. Under extreme circumstances (i.e an emergency), an assignment can be turned in late for full credit if the student has obtained permission from me and the assignment is turned in on the agreed upon due date.

To prepare you for the realities of teaching, IEP compliance, reporting periods, etc., I will not accept an assignment after the due date if the circumstances are 1) not extreme or 2) not agreed upon ahead of time.

# Basic Needs Policy

Your safety and well-being are important, and even though I ask you to make this course and your learning a priority, I understand when there are times that you cannot. Anyone can find themselves facing mental health, financial, or safety issues at any time. If you experience obstacles this semester that prevent your attendance or learning, feel free to reach out to me if you are comfortable. I will provide the support and resources that I can. If you experience issues with food, housing, or personal safety, I urge you to contact the Office of the Dean of Students for support. <https://www.uwsp.edu/dos/Pages/virtual-dos.aspx>

# Emergency Procedures

* In the event of a **medical emergency call 9-1-1** or use campus phone located in our classroom. Offer your assistance if trained and willing to do so. Guide emergency responders to victim.
* In the event of **a tornado warning**, **proceed to the lowest level interior room** without window exposure at [list primary location for shelter closest to classroom,]. See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms).
* In the event of **a fire alarm**, **evacuate the building** in a calm manner. Meet at Starbucks parking lot. Notify instructor or emergency response personnel of any missing individuals.
* **Active Shooter – RUN. HIDE. FIGHT.** If trapped, hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders.

See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency response at UW-Stevens Point.”

# 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)](https://www3.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) [weeks](https://www3.uwsp.edu/veteran-services/Pages/short-term-leave.aspx) 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](https://www3.uwsp.edu/veteran-services/Pages/Call-Up-Guidelines.aspx).

# Religious Beliefs Accommodation

It is UW System policy ([UWS 22](https://docs.legis.wisconsin.gov/code/admin_code/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*](https://www3.uwsp.edu/datc/Pages/default.aspx) *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 |

# UWSP Service Desk

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.](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)

# 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](https://www3.uwsp.edu/dos/Pages/Anonymous-Report.aspx).

# 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](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

# Other Campus Policies

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**FERPA**

* The [Family Educational Rights and Privacy Act](https://www3.uwsp.edu/regrec/Pages/ferpa.aspx) (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 information on the [Dean of Students webpage](https://www3.uwsp.edu/DOS/sexualassault) for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the [Title IX page.](https://www3.uwsp.edu/hr/Pages/Affirmative%20Action/Title-IX.aspx)

## 

**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](https://www3.uwsp.edu/dos/clery/Documents/ASR-ASFR.pdf). 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](https://www3.uwsp.edu/dos/clery/Pages/default.aspx) 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](https://www3.uwsp.edu/dos/aoda-ipv/Pages/dfsca.aspx)

**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](http://libraryguides.uwsp.edu/copyright?hs=a).

# Course Schedule (Subject to changes based on learning needs):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week/Class** | **Date** | **Topic** | **In Class Activities** | **Assignments/ Due Dates** |
| Week 1  Class 1 | January 23 | Review Syllabus, Introductions Class Norms |  |  |
| Week 1  Class 2 | January 25 | Getting to know one another / Community Building | Joy Toolbox  Community Building | Bring 3 – 5 items that bring you JOY  **Due: 1/25/2023 by 3:45PM**  [**UDL:**](https://udlguidelines.cast.org/) If your item is too large or too valuable  to transport, you may share a picture of it. |
|  |  |  |  |  |
| Week 2  Class 3 | January 30 | Understanding Behavior  Writing Your Management Philosophy |  | Read Text: Chapter 1 pages 1 -25  **Due: 1/30/2023 at 3:30PM** |
| Week 2  Class 4 | February 1 | Kids Do Well  What is Your Management Style?  Classroom Management Quiz | Take Management Quizzes | Read Greene (2008) Article  **Due: 2/2/2023 at 3:30PM** |
|  | February 5 |  |  | **My Management Philosophy Assignment**  **Due 2/05/2023 at 11:59PM** |
|  |  |  |  |  |
| Week 3  Class 5 | February 6 | Rules and Procedures |  | Read Scheuermann and Hall: Chapter 4  **Due 2/6/2023 at 3:30PM** |
| Week 3  Class 6 | February 8 | Rules and Procedures |  |  |
|  | February 12 |  |  | **Rules and Procedures**  **Due at 11:59PM** |
|  |  |  |  |  |
| Week 4  Class 7 | February 13 | Partnering with Families |  | Read Text Book: Chapter 2  **Due: 2/13/2023 at 3:30PM** |
| Week 4  Class 8 | February 15 | Legal Issues | In class activity |  |
|  | February 19 |  |  | Parent Collaboration Strategies AND  Procedure Lesson Plan  **Due by 2/19/2023** |
|  |  |  |  |  |
| Week 5  Class 9 | February 20 | Classroom Culture and Layout |  | Read Scheuermann and Hall  Chapter 5  **Due: 2/20/2023 3:30 PM** |
| Week 5  Class 10 | February 22 | High Quality Instruction |  | Read Scheuermann and Hall  Chapter 6  **Due: 2/22/2023 3:30 PM** |
|  | February 26 |  |  | Culture and layout  **Due: 2/26/2022 by 11:59PM** |
| Week 6  Class 11 | February 27 | Collecting Data |  | Read Alberto and Troutman Chapter 4  **Due 2/27/2023 @3:30 PM** |
| Week 6  Class 12 | March 1 | Collecting Data | In class activity - Data Collection |  |
|  | March 5 |  |  | Preventative Strategies  **Due: 3/05/2023 @ 11:59 PM** |
| Week 7  Class 13 | March 6 | Collecting Data | In class activity - Data Collection |  |
| Week 7  Class 14 | March 8 | Collecting Data | In class activity - Data Collection |  |
|  |  |  |  |  |
| Week 8  Class 15 | March 13 | Determining the Function of Behavior |  |  |
| Week 8  Class 16 | March 15 | No In-Person Class -Tolbert mandatory training | [IRIS: Understanding the Acting Out Cycle Part 1](https://iris.peabody.vanderbilt.edu/module/bi1-elem/#content) | **DUE BY 3/15/2023 @11:59 PM** |
|  |  |  |  |  |
|  | March 20 | Spring Break |  |  |
|  | March 22 | Spring Break |  |  |
| Week 9  Class 17 | March 27 | No In-Person Class | [IRIS: Understanding the Acting Out Cycle Part 2](https://iris.peabody.vanderbilt.edu/module/beh2_elem/cr_assess/#content) | **DUE BY 3/29/2023 @11:59 PM** |
| Week 9  Class 18 | March 29 | Writing the FBA/BIP | In class activity - writing FBA/BIP |  |
|  | April 2 |  |  | **Due: IRIS Modules Part 1 and 2 @ 11:59PM** |
| Week 10  Class 19 | April 3 | Writing the FBA/BIP | In class activity - writing FBA/BIP |  |
| Week 10  Class 20 | April 5 | Reinforcements |  | **READ TEXT: CHAPTER 9**  **DUE 4/5/2023 @ 3:30 PM** |
|  | April 5 |  |  | **DATA/FBA/BIP DUE @ 3:30 PM** |
| Week 11  Class 21 | April 10 | Reinforcements |  |  |
| Week 11  Class 22 | April 12 | Minimizing Challenging Behavior |  | **Read Text: Chapter 11**  **Due 4/12/2023 @ 3:30 PM** |
|  | April 16 |  |  | **Reinforcement Plan Due @11:59PM** |
| Week 12  Class 23 | April 17 | Minimizing Challenging Behavior |  |  |
| Week 12  Class 24 | April 19 | Teaching Positive Replacement Behaviors |  | **Read Text: Chapter 10**  **Due 4/19/2023 @3:30PM** |
|  | April 23 |  |  |  |
| Week 13  Class 25 | April 24 | Teaching Positive Replacement Behaviors |  |  |
| Week 13  Class 26 | April 26 | Social Emotional Learning / Social Skills |  | Read TBD  Due 4/26/2023 by 3:30PM |
|  | April 30 |  |  | **Due: IRIS Module SOS Assessment**  **AND**  **Self-Management/Individual Strategies**  **By 11:59PM** |
| Week 14  Class 27 | May 1 | Seclusion and Restraint |  | **Read: Otten and Tuttle Chapter 18**  **Due 5/01/2023 by 3:30PM** |
| Week 14  Class 28 | May 3 | Seclusion and Restraint |  |  |
|  | May 7 |  |  | **Due: Social Skills / SEL Strategies by 11:59PM** |
| Week 15  Class 29 | May 8 | *Final Paper/Case Study: In Class Work Day* |  |  |
| Week 15  Class 30 | May 10 | *Final Paper/Case Study: In Class Work Day If needed & Potluck* |  |  |
|  | May 14 |  |  | **FINAL PAPER/CASE STUDY DUE @11:59** |
| Finals Week | May 15 – May 19 |  |  | **Pre-Clinical reflection and hours log due by**  **MAY 17, 2023 @11:59PM** |