

Western Technical College

## **10522111 EDU: Guiding and Managing Behavior**

### **Course Outcome Summary**

#### **Course Information**

<b>Description</b>	Recent trends in education support a shifting paradigm from reactive discipline to proactive, preventive classroom management. This course will provide the learner with research-based concepts and strategies which can be used to prevent behavior problems from occurring in the classroom and respond to misbehavior. Practical application of strategies to organizing instruction, creating a positive classroom climate, building positive student relationships, implementing sound instructional methods, enhancing motivation and responding effectively to inappropriate classroom behavior will be emphasized. Effective student communication and problem solving will be practiced in class with a focus on developing skills, which will assist in empowering children to take an active role in self-control and classroom management.
<b>Career Cluster</b>	Education and Training
<b>Instructional Level</b>	Associate Degree Courses
<b>Total Credits</b>	3
<b>Total Hours</b>	72

#### **Textbooks**

No textbook required.

#### **Experiential Learning**

1. Community Based Learning Project

#### **Program Outcomes**

1. Implement developmentally appropriate practices to foster learning
2. Use proactive classroom management techniques
3. Incorporate the reflective process to promote professional growth

#### **Course Competencies**

1. **Defend the importance of proactive and preventative management techniques.**  
Assessment Strategies

1.1. Oral, Written or Graphic Product

**Criteria**

*You will know you are successful when*

- 1.1. your product describes proactive management.
- 1.2. your product lists the benefits of using proactive vs. reactive management.
- 1.3. your product includes and supports with research information about student rights.
- 1.4. your product includes examples of proactive techniques.
- 1.5. your product includes a description of the overall climate created in a proactive setting.
- 1.6. your product includes specific strategies to increase student motivation.
- 1.7. your product contains a personal perspective on proactive classroom management.

**Learning Objectives**

- 1.a. Define the A-B-C of managing behavior.
- 1.b. Define proactive approaches (including PBIS) to managing behavior.
- 1.c. Define reactive approaches to discipline.
- 1.d. Define personal experiences of classrooms in which proactive or reactive management was used.
- 1.e. Define the benefits of behaving in a proactive manner as opposed to a reactive manner.
- 1.f. Define the effect on the students in a proactive and a reactive setting.

**2. Summarize ways to promote healthy classroom environments conducive to learning.**

**Assessment Strategies**

2.1. Oral, Written or Graphic Product

**Criteria**

*You will know you are successful when*

- 2.1. you demonstrate your role as an instructional assistant in creating a healthy classroom environment.
- 2.2. you treat children with dignity and respect.
- 2.3. you use active listening skills.
- 2.4. you state a rationale for your actions.
- 2.5. you identify a variety of behavior management strategies.
- 2.6. you foster anti-bias perspectives among students.

**Learning Objectives**

- 2.a. Describe each of the dimensions of student wellness.
- 2.b. Distinguish between controlling, permissive, and healthy management styles.
- 2.c. Identify strategies to increase mutual respect and trust with students.
- 2.d. List ways to identify and avoid favoritism.
- 2.e. Explain how empowerment affects student behavior.
- 2.f. Summarize the idea of "Locus of Control" and how it affects behavior.
- 2.g. Explain the importance of establishing expectations for behavior with consequences and incentives associated with violating or adhering to the expectations.
- 2.h. Explain how teaching students classroom or small group procedures can help classroom climate.
- 2.i. Explain how competition and cooperation can be used together to create a healthy classroom environment.
- 2.j. Define what it means to create a community of learners.

**3. Determine disruptive behaviors to target for intervention.**

**Assessment Strategies**

3.1. Oral, Written or Graphic Product

**Criteria**

*You will know you are successful when*

- 3.1. your product properly classifies each behavior.
- 3.2. your product includes a rationale justifying the classification of each behavior scenario.
- 3.3. your product properly prioritizes behavior scenarios.
- 3.4. your product includes a detailed rationale for the prioritization of each behavior for intervention.
- 3.5. your product discusses behavior in objective, behavioral terms.

**Learning Objectives**

- 3.a. List behaviors that are troublesome or of concern at school.
- 3.b. Classify behaviors as Type 1, 2 or 3.
- 3.c. List reasons for immediate intervention.
- 3.d. Prioritize behaviors as to the importance of intervention.

#### **4. Determine replacement behaviors.**

##### **Assessment Strategies**

- 4.1. Oral, Written or Graphic Product

##### **Criteria**

*You will know you are successful when*

- 4.1. you identify the mistaken goal or function of behavior.
- 4.2. you identify what function of behavior is being met.
- 4.3. you list replacement behaviors for a given situation.
- 4.4. you provide rationale for choosing each replacement behavior.

##### **Learning Objectives**

- 4.a. Summarize the "Three Factor Theory".
- 4.b. Define "Functions of Behavior".
- 4.c. Describe the process of functional analysis.
- 4.d. Identify the function of behavior in scenarios.
- 4.e. Summarize the four "Mistaken Goals of Behavior" according to Rudolf Dreikurs.
- 4.f. Describe how an instructional assistant would use the mistaken goal chart.
- 4.g. Determine replacement behaviors.

#### **5. Demonstrate the use of strategies for managing student behavior.**

##### **Assessment Strategies**

- 5.1. Oral, Written or Graphic Product

##### **Criteria**

*You will know you are successful when*

- 5.1. you demonstrate behavior management strategies.
- 5.2. you choose strategy based on the given circumstances.
- 5.3. you establish an incentive plan.
- 5.4. you justify his/her actions.
- 5.5. you respond to discipline situations without anger.
- 5.6. you respect student's rights, feelings, and dignity.

##### **Learning Objectives**

- 5.a. Identify factors that influence student behavior and ways to meet the needs of these students.
- 5.b. Select natural and logical consequences for behavior.
- 5.c. Determine personal conflict style.
- 5.d. Carry out discipline/interventions firmly and without anger.
- 5.e. Assess the effects of reward and punishment.
- 5.f. Develop a classroom incentive plan.

#### **6. Evaluate models of behavior management.**

##### **Assessment Strategies**

- 6.1. Oral, Written or Graphic Product

##### **Criteria**

*You will know you are successful when*

- 6.1. your product indicates the central focus of the behavior management model.
- 6.2. your product indicates the strengths of the behavior management model.
- 6.3. your product indicates the weaknesses of the behavior management model.
- 6.4. your product includes a personal reaction of the behavior management model.
- 6.5. your product includes a role-play script demonstration which portrays the main focus of the behavior management model.

##### **Learning Objectives**

- 6.a. Contrast conventional discipline strategies with more democratic ideals.
- 6.b. Summarize major principles within models of discipline.
- 6.c. Place the models on a continuum from "Teacher-Centered" to "Learner-Centered".
- 6.d. Role-play situations that demonstrate the approaches to discipline.

## **7. Examine school districts' behavior management guidelines.**

### **Assessment Strategies**

- 7.1. Oral, Written or Graphic Product

### **Criteria**

*You will know you are successful when*

- 7.1. you describe school behavior management model.
- 7.2. you describe school behavior management plan development.
- 7.3. you describe conflict resolution format used in school/classroom.
- 7.4. you describe classroom rules and procedures used to foster a healthy classroom environment.

### **Learning Objectives**

- 7.a. Describe school-wide behavior management plans.
- 7.b. Describe crisis intervention plans being implemented in schools.
- 7.c. Explore crisis intervention plans being implemented in schools.

## **8. Assist in modifying the learning environment to manage behavior.**

### **Assessment Strategies**

- 8.1. Oral, Written or Graphic Product

### **Criteria**

*You will know you are successful when*

- 8.1. your product demonstrates characteristics of a positive, trouble-free environment.
- 8.2. your product includes an "action zone" within the classroom.
- 8.3. your product provides evaluation the classroom in terms of aesthetic appeal.
- 8.4. your product discusses impressions related to student reactions to the environment, or the effects of the environment on the students.
- 8.5. your product discusses how the room layout appeared to impact communication and student attending behavior in the classroom.
- 8.6. your product provides a diagram of a classroom conducive to proactive classroom management.
- 8.7. your product summarizes a rationale for the selected arrangement of the classroom.

### **Learning Objectives**

- 8.a. Explain how the physical environment such as heating, ventilation, noise, lighting etc. affect the comfort and behavior of students.
- 8.b. Describe possible changes in the IA classroom to promote a better environment.
- 8.c. Diagram "the action zone" in a traditional straight row seating arrangement according to where the teacher is standing.
- 8.d. Identify techniques an instructional assistant can do to help increase the number of students in the action zone.
- 8.e. Identify ways to reduce potential disruptions in cluster seating arrangements.
- 8.f. Evaluate a classroom arrangement.

## **9. Analyze Behavior Improvement Plans.**

### **Assessment Strategies**

- 9.1. Oral, Written or Graphic Product

### **Criteria**

*You will know you are successful when*

- 9.1. you describe why Behavior Improvement Plans are used.
- 9.2. you describe the parts of a Behavior Improvement Plan.
- 9.3. you include who is involved in Behavior Improvement Plan.
- 9.4. you explain the role of the instructional assistant in the Behavior Improvement Plan.

### **Learning Objectives**

- 9.a. Review behavioral terms that may be involved with a Behavioral Improvement Plan.
- 9.b. List the who, what, when, and why of Behavior Improvement Plans.
- 9.c. State the role of the instructional assistant in Behavior Improvement Plans.