

University of Arkansas – Fort Smith
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General Syllabus

SPED 34193 Classroom and Group Management

Credit Hours: 3

Lecture Hours: 3

Laboratory Hours: 1

Prerequisite: Admission into the educator preparation program and SPED 30093 Teaching Diverse Learners, or consent of department head.

Effective Catalog: 2018-2019

I. Course Information

A. Course Description

Focuses on developing personal systems of discipline through study and research of the major philosophies and models of discipline; study of generic classroom management principles; and application of theoretical information for K-12 teachers.

B. Additional Course Description

The Conceptual Framework derives from the School of Education mission, “Professionals United to Ensure Continuous Learning and Success.” The Framework is informed by two major sources of research in best practices for educators, InTASC (Interstate Teacher Assessment and Support Consortium) and Charlotte Danielson’s Framework for Teaching (FFT). InTASC is a program of the Chief State School Officers (CCSSO). The Arkansas Department of Education adopted the InTASC 2011 Model Core Teaching Standards, which were developed by InTASC, as the Arkansas Teaching Standards (ATS). The Conceptual Framework synthesizes the concepts from these models to represent the UAFS School of Education expectations for teacher candidates. The UAFS School of Education Intended Candidate Outcomes (ICOs) are aligned with the InTASC Standards, which are the Arkansas Teacher Standards (ATS). The ICOs are also aligned with the Danielson Framework for Teaching (FFT) and edTPA.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student will be able to:

1. Analyze laws, policies, and ethical principles regarding behavior management

planning and implementation.

2. Analyze rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
3. Analyze psychological and social-emotional characteristics of individuals with disabilities.
4. Choose procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, self-esteem, and self-advocacy in transition planning.
5. Choose strategies to facilitate integration into various settings.
6. Choose a variety of nonaversive techniques to control targeted behavior and maintain attention of individuals with disabilities.
7. Examine basic classroom management theories and strategies for individuals with exceptional learning needs.
8. Assess the demands of learning environments, and barriers to accessibility and acceptance of individuals with disabilities.
9. Compare and contrast effective management of teaching and learning including teacher attitudes and behaviors that influence student behavior; and adaptation of the physical environment to provide optimal learning.
10. Examine social skills needed for educational and other environments; and strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
11. Design strategies for crisis prevention and intervention; and using skills in problem-solving and conflict resolution.
12. Create a safe, equitable, positive, & supportive learning environment in which diversities are valued, and that allow individuals to retain and appreciate their own and each other's' respective language and cultural heritage.
13. Design learning environments that encourage active participation in individual and group activities.
14. Modify the learning environment to manage behaviors including using performance data and information from stakeholders to make or suggest modifications in the environment.
15. Identify realistic expectations for personal and social behavior in various settings; and identify supports needed for integration into various program placements.
16. Create an environment that encourages self-advocacy and increased independence.
17. Apply use the least intensive behavior management strategy consistent with the needs of the individual; use effective and varied behavior management strategies.
18. Apply generic motivation and classroom management techniques that prevent behavior problems including establishing consistent daily routines, and using universal precautions.
19. Distinguish the reason behind the student's misbehaviors (attention- getting, power struggle, revenge, assumed disability); and planning appropriate intervention that does not exacerbate the situation.
20. Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.

21. Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.
22. Provide instruction in community-based settings; plan instruction in a variety of educational settings; and teach individuals with disabilities to give and receive meaningful feedback from peers and adults.

B. University Learning Outcomes

This course enhances student abilities in the following areas:

Ethical Decision Making

Students will recognize and analyze ethical dilemmas, based on the ADE Code of Ethics. Students will apply ethical concepts and rules to determine viable alternatives in any given situation.

Communication Skills (written and oral)

Students will communicate effectively, both in writing and orally, in a variety of settings. Students will compose coherent documents, article reviews, research and essay papers, and reflections of observations. Students will give class presentations, share student work products orally, and work with children and families as part of practicum and internship experiences.

Analytical Skills

Critical Thinking Skills - Students will use analytical/critical thinking skills to draw conclusions and/or solve problems related to student assessment data or issues. Students will access and evaluate appropriate written and electronic information for solving educational problems, conducting educational research, or working with students. Students will think critically to reach viable solutions to a problem and be able to justify those solutions.

III. Major Course Topics

- A. Classroom Management and Instruction
- B. Understanding Student Behavior; Dreikurs' Psychoeducational Perspective
- C. Understanding Student Behavior: Skinner's Behavioral Perspective
- D. Understanding Student Behavior: Redl & Wattenburg; Glasser's Behavior as Student Choice
- E. Instructional Classroom Management
- F. Proactive Approach; Assessment; Reinforcement & Student Behavior
- G. Functional Behavior Assessment
- H. Positive Expectations
- I. Social Skills Instruction
- J. Punishment
- K. Managing Persistent Behavior Problems
- L. School-Wide Discipline Plan
- M. Case Studies: Apply Theories
- N. Effective Management of Teaching and Learning