

## COLLEGE OF MENOMINEE NATION

### Instructor Syllabus

**Course Name:** Classroom Behavior and Management

**Course # & Section:** EDU 314-01

**Number of Credits:** 2

**Semester and year:** Spring 2013

**Class Time:** 6:00-7:50 PM

**Class Days:** Tuesdays and Thursdays

**Room Number:** SD 125

**Course Pre-requisites:** EDU 210 and EDU 250, or education faculty consent

**Instructor:** John Young      **Phone:** 715-460-0486

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**Office Hours:** Tuesday and Thursday 5:00 PM – 6:00 PM or by appointment

### **Catalog Course Description:**

This course provides an overview of the diverse behavioral needs encountered in the general education setting. The course will emphasize teaching strategies, classroom environment, and management techniques aimed at improving the knowledge and skills of all students. Techniques and strategies for maintaining appropriate behavior and changing inappropriate behavior will also be introduced.

### **Required Texts:**

Essa, E. (2007). What to do when: Practical guidance strategies for challenging Behaviors in the preschool (6<sup>th</sup> edition). New York: Delmar.

Evertson, C. M. & Emmer, E. T. (2009). Classroom management for elementary teachers (8<sup>th</sup> edition). New Jersey: Pearson.

### **General Education Objectives**

This course addresses the following general education objectives through the listed assessments

<b>General Education Objective</b>	<b>Assessment</b>
Culture and history/own traditions and culture/level 4	Case study assignments
Analytical abilities/critical thinking/level 5	Case study assignments, management plan (position statement), final exam
Analytical abilities/problem solving/level 5	Case study assignments, final exam
Communication/written/level 4	Position statement, final exam
Communication/spoken/level 2	Classroom Management Plan presentation

**DPI Objectives:** This course addresses the following Department of Public Instruction objectives through the  
Listed assessments

<b>DPI Objectives</b>	<b>Assessment</b>
Standard 3: Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners	Classroom management plan, case studies, final exam
Standard 5: Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation	Classroom management plan, case studies, final exam
Standard 10: Fosters relationships with school colleagues, parents, and agencies in the larger community to support students learning and well-being	Classroom management plan, case studies, final exam

**NAEYC Standards:** This course addresses the following objectives from the National Association for the Education of Young Children through the listed assessments

<b>NAEYC Standards</b>	<b>Assessment</b>
Standard 1b: Knowing and understanding the multiple influences on development and learning	Classroom management plan, Case studies, final exam
Standard 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Case studies, classroom management plan, assignments, final exam
Standard 2b: Supporting and empowering families and communities through respectful, reciprocal relationships	Case studies, classroom management plan (position statement), assignments, final exam
Standard 3a: Understand the goals, benefits, and uses of assessment	Assignments, Case studies

Standard 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Assignments, Functional Behavioral Assessment, Case studies
Standard 3c: Understanding and practicing responsible assessment	Assignments, Functional Behavior Assessment, Case studies
Standard 3d: knowing about assessment partnerships	Assignments, Case studies
Standard 4a: Knowing, understanding, and using positive relationships and supportive interactions	Assignments, Case studies, Classroom management plan
Standard 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education	Classroom management plan, Problem behavior strategies, Classroom rules and procedures
Standard 4d: Reflecting on your own practices to promote positive outcomes for each child.	Classroom management plan, position statement

**Program Objectives:** This course addresses the following program objectives through the listed assessments

<b>Program Objective</b>	<b>Assessment</b>
Utilize knowledge of typical and atypical development	Classroom Management plan (behavior strategies), assignments
Administer and interpret various developmentally appropriate assessments	Assignments, Functional Behavior Assessment
Recognize the influences of family, culture, and community on children's development and learning	Classroom management plan (position statement, behavior strategies), assignments,
Synthesize contemporary research related to young children	Classroom management plan (position statement, behavior strategies), assignments
Create environments that are healthy, respectful, supportive, and challenging for all children	Classroom management plan (position statement, classroom rules, classroom procedures, preventative behavior management Plan)

### **Course Learning Outcomes:**

This course addresses the following learning outcomes through the listed assessments

<b>Course Learning Outcomes</b>	<b>Assessment</b>
Develop rules and procedures appropriate to classrooms for young children	Classroom management plan (Rules outline, procedures outline), assignments
Compare and contrast various discipline/management models	Assignments, Classroom management plan (position statement)
Evaluate theories and methods when given practical situations or case studies in which they might be used	Assignments, Case studies
Evaluate personal teaching style and its	Classroom management plan (position

effects on classroom management	statement)
Apply the WEVAS model to cases of problem behavior in children	Assignments, Case studies, Problem behavior strategies
Synthesize research to develop strategies to address common behavior problems in young children	Classroom management plan (behavior strategies), Functional Behavior Assessment, Management plan presentation
Investigate techniques for collaboration, problem solving, and co-planning with other professionals to maximize student behavior and learning potential.	Assignments, Functional Behavior Assessment, Preventative behavior management and motivation

### **Assessment Activities & Methods:**

#### **Graded Assignments:**

Classroom Management Plan.....	70%
• Classroom Management Position Statement.....	15%
• Classroom Rules, Procedures, Consequences.....	15%
• Preventative Behavior Management & Motivation.....	10%
• Problem Behavior Strategies.....	10%
• Functional Behavior Assessment/Behavior Intervention....	20%
Presentation of Components of Management Plan.....	10%
Class Participation Activities .....	20%

#### **Classroom Management Plan (70%)**

Classroom Management Plan components:

1. **Table of Contents**
2. **Classroom Management Position Statement:** Impact of philosophy, personality, and teaching style (15%)
  - This paper will serve as the introduction to the classroom management portfolio and should include the following:
    - Definition of classroom management based on readings and activities;
    - Review of the theories that support strategies incorporated in personal classroom management plan;
    - Philosophy of teaching and impact on classroom management plan;
    - Your personality and how it will affect your classroom management style; and
    - Instructional style and teaching strategies that impact implementation of classroom management plan.
3. **Classroom Rules, Consequences, and Procedures** for your future classroom (15%)
  - a. Rules – few in number (5-7 maximum); stated positively; addresses key aspects for productive learning environment; respect for others” permeates rules

- b. Daily Procedures – Inclusive of all routines necessary to conduct a productive classroom; assists in reducing management time.
  - c. Levels of Consequences – short-term techniques to reduce episodes of inappropriate behavior immediately; 3-4 levels of consequences required; must be sequential and more rigorous for repeated misbehaviors; consequences must be developmentally appropriate.
- 4. ***Preventive Behavior Management and Motivation Techniques (Incentive and Reward Plan)*** (10%) – used to facilitate appropriate student behavior while minimizing inappropriate behavior; a minimum of 2-3 individual and 2-3 whole class techniques are required; incentives must reflect a combination of intrinsic and extrinsic rewards.
- 5. ***Problem behavior strategies*** (10%)
  - Research and develop a list of strategies for dealing with the most common behavior problems in young children. Provide one developmentally appropriate strategy for each problem behavior.
    - Biting
    - Hitting
    - Throwing objects at others
    - Nonsharing
    - Inappropriate language
    - Name-calling/threatening
    - Stealing
    - Noncompliance
    - Disrupting class
    - Leaving the classroom
    - Shouting/excessive talking
    - Crying
    - Tantrums
    - Clinging
    - Non participation in activities
    - Bullying
    - Cyber bullying
    - Exclusion
    - Violent/aggressive behavior
- 6. ***Functional Behavior Assessment Plan*** (20%)
  - a. Conduct a functional behavior assessment on a child with problem behavior. The forms for this assignment can be found at the end of this syllabus.
  - b. This assessment plan will be conducted in a school setting. You may use the same setting you are using for another class. Discuss the assignment with your supervising teacher and ask permission to complete the assessment on a child in the class. Be sure not to use names when completing the assessment.
  - c. Fill out the attached Behavioral Intervention Plan for that child. You may include positive strategies, program or curricular modifications, and supplementary aids and supports required to address the disruptive behaviors in question.

### **Presentation of Components of Classroom Management Plan (10%)**

The presentations will be done at the end of the term in a science fair format. You will need an eye catching way to show your material. The form is left up to the student. Please check with the instructor to go over your plan for the science fair.

### **In Class Assignments (Participation) (20%)**

This will include a variety of in and out of class assignments. These individual and group assignments will include case studies and other assignments that will prepare you to be an effective classroom manager.

### **Class Procedures/Expectations:**

#### **Attendance:**

Class will begin at the designated time. Students are expected to arrive to class on time. Tardiness and absences will affect the Class Participation portion of your grade. Attendance is required from the beginning to the end of each session. You are expected to be here for every class session. If you have extraordinary circumstances that require your absence from class you are still responsible to know and understand the material covered during class.

#### **Preparedness:**

In order to fully participate in this learning experience you must complete assigned readings before class. The readings will provide the necessary background to complete in class activities and assignments, as well as participate in discussions.

**Student Time Expectation:** In addition to participating in every meeting of this course, each student is expected to spend a minimum of 4 verifiable hours per week outside of class meeting times on the course subject matter, including reading, research, projects, tests, quizzes, etc.

#### **In Class Assignments:**

Small assignments will be given during class. You will be given credit for completing these tasks and it will be considered a part of your In Class Assignment grade. If you arrive late or leave class early, you will not get full credit for these assignments. IF you miss a class, you can make up the assignment when possible. However, you will only receive partial credit for these make up assignments. Missing several of these assignments will affect your grade.

#### **Assignments:**

All Assignments are due by the beginning of class on the due date. If they are handed in after the start of class, later in the day, or the next day they will be considered late. ***Each late assignment will be lowered one point for each day it is late.*** Assignments not handed in within one week of the due date will not be accepted and a zero will be given for that assignment. Assignments can always be handed in (via e-mail or in person) before the due date.

**Course Schedule:**

The class will follow the course schedule listed in the syllabus as closely as possible. However, changes may be made as necessary due to time constraints or unforeseen circumstances.

**Class Cancellation by Instructor:** Notification of class cancellations will be posted on campus. In addition, I will send an email and make an attempt to call the phone number given to me at the beginning of the semester. If no announcement/posting is made, students should remain for 10 minutes after class is scheduled to begin.

**Classroom Conduct:**

Please turn cell phones off and put them away during class. Please let me know if you have special circumstances that require you to be available during class.

**Course Schedule/Semester Calendar:**

**March 19:** Class Overview, Small Group Discussion on experience and expectations, Review of Syllabus

**March 21:** Classroom Management Theories and Approaches  
Developing your Approach to Classroom Management 30 min  
Philosophy of education vs. Philosophy of Discipline  
Teacher Inventory: Beliefs about Classroom Control 30 min  
Organizing Your Classroom and Supplies (Evertson Emmer, Chapter 1)  
1 Hour

**March 26:** Classroom Management and Discipline  
Management Styles: What Teachers Bring To School  
Work on Position Paper 1 hour  
Establishing Classroom Rules and Procedures (Evertson & Emmer, Chapter 2) 1 hour

**April 2:** **Position Statement Due**  
Procedures for Managing Student Work (Evertson & Emmer, Chapter 3)  
1 hour  
Section 1 (Essa) 1 hour

**April 4:** The First Day of School,  
Getting Off to a Good Start (Evertson & Emmer, chapter 4) 1 hour  
Planning and Conducting Instruction (Evertson & Emmer, Chapter 5)  
1 hour  
Work on Classroom Procedures 2 hours

**April 9:** **Classroom Procedures Due**  
What is Challenging Behavior? Risk Factors, Protective Factors, Behavior and the Brain  
Increasing Students Motivation To Learn  
Managing Cooperative Learning Groups (Evertson & Emmer, Chapter 6)  
1 hour  
Responding To Violations of Rules and Procedures

- April 11:** Increasing Students Motivation To Learn  
Managing Cooperative Learning Groups (Evertson & Emmer, Chapter 6)  
1 hour  
Responding To Violations of Rules and Procedures  
Behavior Management and Motivation Techniques  
Work on Classroom Rules and Consequences 2 hours
- April 16:** **Classroom Rules and Consequences Due**  
Behavior and The Brain  
Maintaining Appropriate Student Behavior (Evertson & Emmer, Chap. 7)  
1 hour  
Preventing Challenging Behavior  
Section 5 and 6 (Essa) 1 hour
- April 18:** Functional Behavior Assessment and Behavior Intervention Plans  
Maintaining Appropriate Student Behavior (Evertson & Emmer, Chap. 7)  
1 hour  
Work on Behavior Management and Motivation Techniques 1 hour
- April 23:** **Preventative Behavior Management and Motivation Techniques Due**  
The WEVAS (Working Effectively with Violent and Aggressive States)  
Section 7 and 8 (Essa) 1 hour
- April 25:** Managing Problem Behaviors (Evertson & Emmer, Chapter 9) 1 hour  
Management Strategies and Practices  
Communication Skills for Teaching (Evertson & Emmer, Chapter 8)  
Problem Behavior Strategies 1 hour
- April 30:** **Problem Behavior Strategies Due**  
Managing Special Groups (Evertson & Emmer, Chapter 10) 1 hour  
Inclusive Classroom  
Work On Functional Behavior Assessment 1 hour
- May 2:** **Functional Behavior Assessment Due**  
Wrap Up  
Work on Presentation/Classroom Management binder 2 hours
- May 7:** **Classroom Management Plan Presentations**
- May 9:** **Justify Your Grade**  
**Classroom Management Plan Binder Due**



**Assessment of Student Learning:** Students entering the College of Menominee Nation in the fall 2004 are required to successfully complete EDU295 as a requirement for graduation. All continuing students are strongly encouraged to participate in the student portfolio process. Samples of the artifacts of the general education objectives and program objectives should be saved in order to give the student selection options for the student general education portfolio.

**ADA Statement: Individuals** who have any disability, either permanent or temporary, which might affect their ability to perform in this class are encouraged to inform the Disability Counselor in the Office of Disability Services, Room 101. Adaptation of curriculum instruction, or assessments may be made as required to provide for equitable participation.

All students are encouraged to provide the instructor with suggestions or other forms of constructive feedback regarding the class. Student can do this informally by speaking with the instructor, either in class or by appointment, and if the instructor is unavailable, to then arrange an appointment with the Dean of Instruction. This can also be done formally by completing the evaluation form distributed at the end of the course. If a student has a concern, issue, or question, the student must take responsibility to approach the instructor in a timely manner.

**Class Cancellation Due to Inclement Weather or Building Closure:**

Closures resulting from severe weather conditions, natural disasters, or mechanical failure will be announced by the President or her designee. Campus closing will be announced on WTCH-AM 960, WTCH, WIXX as well as Fox11 and Channel 2 TV stations. When in doubt, call 715-799-5600 for a recorded message. Notifications of class cancellations will be posted on campus. If no announcement/posting is made, student should remain for 10 minutes after class is scheduled to begin.

**Academic Conduct:** Academic honesty is an absolute for the fulfillment of College of Menominee Nation mission and guiding principles. Our students are proud of the work they do here and are committed to doing the best for their communities. Their grades, certificates, and degrees are their record of that work. These are used by prospective employers to make hiring decisions, by transfer colleges and universities to make admissions decisions, by funding organizations to determine eligibility for scholarships and other financial aid, and, most importantly, by family and other community members to express their pride in our students accomplishments. Therefore, College of Menominee Nation will not tolerate any form of academic dishonesty. See the Student Handbook for more information on “Academic Misconduct.”

**Academic Alerts:** The academic alert form is used as a student retention tool at the College of Menominee Nation. Instructors fill out forms to identify students at risk of not completing a course or identify problems. This type of early intervention increases the opportunity for student success.

Academic alerts can be submitted at any time during the semester to the Dean of Student Services. The forms are given to the student's advisor for follow-up. Follow-up comments are returned to the instructor.

**Computer Labs:** Students using the computer lab must adhere to the College of Menominee Nation policy. Orientation for the computer lab is given during the first few weeks of each semester to help students get familiar with the lab equipment. These sessions are held regularly at posted times. All students are strongly recommended to attend. See the Student Handbook for more information on "Computer Lab Policy."

**Incomplete Policy:** Requests for a grade of "incomplete" must be initiated by the student to the instructor. Students may only request is at least 75% of course requirements have been met.

**The above information and/or calendar in this course are subject to change. If change is required, the change will be in writing and provided to each student.**

## **Resources**

### **Accommodating Diversity**

Edwards, C. H. (1997). Classroom management and teacher-student relationships. *Classroom discipline and management* (2nd ed.), chapter 15. Upper Saddle River, NJ: Merrill.

### **Attention Deficient-Hyperactivity Disorder (ADHD)**

Fowler, M. (1992). The disability named ADD. *ChADD Educators Manual*.

Parker, H. C. (1992). ADD Fact Sheet. *ChADD Educators Manual*.

Gregg, S. (1994). Children with ADHD: Laws to help them succeed in school. *The Link*, Appalachia Educational Laboratory. 13(4), 1-3.

McCrary, J. C. & Gregg, S. (1995). ADHD: Instructional strategies that work. *The Link*, Appalachia Educational Laboratory. 14(2), 1-3.

### **Rules and Procedures**

Evertson, C. M., Emmer, E. T., Clements, B. S., & Worsham, M. E. (1994). *Classroom management for elementary teachers* (3rd ed.). Boston: Allyn and Bacon.

### **Time and Space Utilization**

Weinstein, C. S., & Mignano, A. J. (1996). Making the most of classroom time. *Elementary classroom management: Lessons from research and practice* (2nd

ed.). New York: McGraw Hill.

Burden, P. R. (1995). *Methods to facilitate cooperation and instruction*. White Plains, NY: Longman.

### **Conflict Resolution**

Bozzone, M. A. (1994). Spend less time refereeing and more time teaching. *Instructor*, 88-91

Coloroso, B. (2004). *The bully, the bullied, and the bystander*. New York: Harper Collins.

Sutton, J. D. (1997). Noncompliance: The “good kid” disorder. *Learning*, 67-68.

Bakunas, B. (1995). Reality check: Count to four when you’re ready to blow! *Learning*, 42-43.

### **Motivation Modification (Social Discipline)**

Edwards, C. H. (1997). *Classroom discipline and management* (2nd ed.). Upper Saddle River, NJ: Merrill.

### **Assertive Discipline Model**

Charles, C. M. (1996). The Canter model: Discipline through assertively managing behavior. *Building classroom discipline* (5th ed.). White Plains, NY: Longman.

### **Love and Punishment Model**

Wolfgang, C. H. (1995). The Dobson love and punishment model. *Solving discipline problems: Methods and models for today’s teachers* (3rd ed.). Boston: Allyn and Bacon.

### **Choosing A Model**

Edwards, C. H. (1993). Choosing a discipline approach. *Classroom discipline and Management*. New York: Macmillan.

### **FBA Resources:**

Liaupsin, C. J. ; Scott, J. M.; & Nelson, C. M. (2000). *Functional behavior assessment: An interactive training module, user’s manual & facilitator’s guide*. Longmont, CO: Sopris West available at:  
<http://www.sopriswest.com:80/swstore/product.asp?sku=576>

Functional Behavioral Assessment  
Description of Behavior

Student Name (please use alias): \_\_\_\_\_

Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Description of behavior:

Setting(s) in which behavior occurs:

Frequency of behavior:

Intensity: (consequences of problem behavior on student, peers, instructional environment):

Duration: (How long has this behavior been present?)

Description of previous interventions or attempts to eliminate behavior:

Educational impact of behavior on student:

[illegible]

Functional Behavioral Assessment  
Behavior Function

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Function of Behavior:</b> What purpose does the behavior serve and what are the contributing factors?
<b>Affective Regulation/Emotional Reactivity</b> (Identify emotional factors; anxiety, depression, anger, poor self-concept; that play a role in organizing or directing problem behavior):
<b>Cognitive Distortion</b> (Identify distorted thoughts; inaccurate attributions, negative self-statements, erroneous interpretations of events; that play a role in organizing or directing problem behavior):
<b>Reinforcement</b> (Identify environmental triggers and payoffs that play a role in organizing and directing problem behavior):
<b>Modeling</b> (Identify the degree to which the behavior is copied, who they are copying the behavior from, and why they are copying the behavior):
<b>Family Issues</b> (Identify family issues that play a part in organizing and directing problem behavior):
<b>Physiological/Constitutional</b> (Identify physiological and/or personality characteristics developmental disabilities, temperament; that play a part in organizing and directing problem behavior):
<b>Communication Need</b> (Identify what the student is trying to say through the problem behavior):

<b>Curriculum/Instruction</b> (Identify how instruction, curriculum, or educational environment play a part in organizing and directing problem behavior)

### Behavioral Intervention Plan

Student Name (initials only): \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

Behavior	Expected Outcome(s) Goal(s)	Intervention(s) & Frequency of Intervention	Person Responsible



## Classroom Management Position Statement Rubric

**Student Name:**

	1	2	3
<b>Definition of Classroom Management</b>	Definition of classroom management is very poorly written and unclear.	Definition of classroom management is given but only taken from one source.	Definition of classroom management is well written, taken from several sources, and clearly presented.
<b>Theories</b>	Only one theory/models of classroom management are examined, and no points of agreement or disagreement, or delineation of which theories seem to fit the student's beliefs are given.	Some theories/models of classroom management are examined, however points of agreement or disagreement and delineation of which theories seem to fit the student's beliefs are not given.	Various theories/models of classroom management are examined, and points of agreement or disagreement and delineation of which theories/models seem to fit the student's beliefs are given.
<b>Philosophy of Teaching and Impact on Classroom Management Plan</b>	The student's philosophy of teaching and its impact on their classroom is confusing and unclear.	The student's philosophy of teaching and its impact on their classroom management plan is clearly stated but not discussed.	The student's philosophy of teaching and its impact on their classroom management plan is clearly stated and discussed.
<b>Personality and affect on Classroom Management style</b>	The student's personality and affect on their classroom management style is confusing and unclear.	The student's personality and affect on their classroom management style is clearly stated but not discussed.	The student's personality and affect on their classroom management style is clearly stated and discussed.
<b>Instructional style and teaching strategies that impact implementation of Management Plan</b>	Student's instructional style and teaching strategies that impacts their classroom management plan is listed but not described.	Student's instructional style and teaching strategies that impacts their classroom management plan is listed but is not fully described.	Student's instructional style and teaching strategies that impacts their classroom management plan is fully listed and described.
<b>Mechanics</b>	More than 5 errors in spelling, grammar, punctuation, and capitalization.	1-4 errors in spelling grammar, punctuation, capitalization.	No errors in spelling, grammar, punctuation, capitalization.
<b>Structure</b>	Some paragraphs and sentences within are well constructed; and/or information provided is often unclear.	Most paragraphs and sentences within are well-constructed; information is provided in a clear way which is easy to understand.	All paragraphs and sentences within are well-constructed. Information is provided in a clear way and is easy to understand and follow.

<b>Organization</b>	The paper lacks organization. The components are put together with no connections. The reader gets lost easily.	The paper moves from component to component without too much confusion. The writer spends too much time on one area and not enough time on another. The order is hard to follow, transition are unclear.	The order makes sense and is easy to follow. Ideas are well organized. Transitions from component to component are smooth.
<b>TOTAL</b>			

## Motivation Rubric

**Student Name:**

	1	2	3
<b>1. Rules</b>	Rules exceed 5-7 in number, or are so few in number that they fail to reflect aspects necessary to ensure a classroom environment conducive to learning.	No more than 5-7 rules in number are provided that reflect aspects necessary to ensure a classroom environment conducive to learning.	No more than 5- 7 rules in number are provided that fully reflect aspects necessary to ensure an effective and productive classroom environment conducive to learning.
	Some rules are not stated in positive terms.	All rules are positively stated.	All rules are positively stated. Respect for others permeates these rules.
<b>2. Daily Procedures</b>	A limited number of daily procedures are established, thereby minimizing the potential to produce a fairly well-managed classroom.	Daily procedures are sufficient in both number and quality to address aspects necessary to provide for a well-managed classroom, thereby reducing some management time.	Daily procedures are comprehensive in nature, establishing efficient classroom routines, thereby reducing management time while increasing learning opportunities.
<b>3. Consequences</b>	Less than 2 levels of consequences are provided to stop inappropriate behavior immediately.	At least 2-3 levels of consequences are provided to stop inappropriate behavior immediately.	Four levels of consequences are provided to stop inappropriate behavior immediately.
	Consequences do not reflect developmental levels of students.	Most consequences reflect developmental needs of students.	All consequences reflect student developmental levels.
	Levels of consequences are not sequential; and thereby fail to provide more rigorous consequences for repeated misbehaviors.	Levels of consequences provide for sequential and more rigorous consequences for repeated misbehaviors.	Levels of consequences are highly effective, logically sequenced, and provide more rigorous consequences for repeated misbehaviors.
<b>4. Preventive Behavior Management and motivation</b>	Only 1 individual and/or 1 whole-class techniques are provided.	Less than 2 individual and/or 2 whole-class techniques are provided.	At least 2-3 individual and 2-3 whole-class techniques are provided.
	Techniques fail to facilitate appropriate student behavior while minimizing inappropriate behavior.	Techniques facilitate appropriate student behavior while minimizing inappropriate behavior.	Techniques effectively facilitate appropriate student behavior while minimizing inappropriate behavior.

	No incentives are offered and/or fail to reflect a combination of intrinsic and extrinsic rewards.	Some incentives are offered and include a combination of intrinsic and extrinsic rewards.	Several incentives are offered and include a variety of intrinsic and extrinsic rewards.
<b>TOTAL</b>			

## EDU 314-01 Classroom Behavior and Management

### Problem Behavior Strategies

Student Name:

	1	2
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	Teaching Strategy is weak, not developmentally appropriate, includes only one step, and/or is handwritten.	Teaching Strategy is developmentally appropriate, systematically well thought out, may include several steps, and is typed out.
Behavior 1:		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 2:		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 3		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 4		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 5		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 6		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 7		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 8		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 9		
Strategy 1		
Strategy 2		
Strategy 3		
Behavior 10		
Strategy 1		
Strategy 2		
Strategy 3		
<b>TOTAL:</b>		

**EDU 314-01 Classroom Behavior and Management  
Functional Behavior Assessment Rubric**

**Student Name:**

	<b>1</b>	<b>2</b>	<b>3</b>
<b>General Information Provided about: student, grade, school, date, and context in which FBA was used.</b>	Minimal to no information provided on student, and no information provided on context.	Good description of student, but minimal description of context.	Thorough description of student and context (classroom settings/activities) in which functional assessment was conducted.
<b>Operational Definitions: provide clear definition of target behavior, including baseline data collected.</b>	Provided definitions that were not operational. No baseline data available.	Provided operational definitions of target and replacement behavior. Provided baseline data for only one.	Provided operational definitions of target and replacement behaviors. Provided baseline data for each.
<b>Ecological Analysis: Focus on settings where behavior occurs most frequently.</b>	Provides minimal to no information on each area and failed to analyze how these factors may influence behavior.	Provided some information on each area with some analysis. Lack of depth in analysis.	Provided thorough analysis of when and where the target behavior is likely to occur; the subject/activity the target behavior is likely to occur in; the people present when the target behavior is likely to occur; and event or conditions that immediately precede the target behavior. Discussed occasions when student is most successful.
<b>Direct Observation: Focus on gathering information related to identifying antecedents and determining function of behaviors. (A-B-C)</b>	Minimal to no information on ABC's. No relevance between ABC's and hypothesis statement. Failed to identify potential reinforcers.	Provided some information on antecedents and consequences for BOTH problem and replacement behavior. Developed hypothesis statement and identified potential reinforcers.	Conducted Direct Observation and gathered information on antecedents and consequences for BOTH problem and replacement behavior. Developed hypothesis statement and identified potential reinforcers.
<b>Interviews: Focus on gathering information related to identifying antecedents and determining function of behavior.</b>	Failed to interview significant others. Gathered minimal/no information of antecedents and consequences for problem and replacement behavior.	Interviewed significant others and gathered some information on antecedents and consequences for BOTH problem and replacement behavior.	Interviewed significant others and gathered thorough information on antecedents and consequences for BOTH problem and replacement behavior.
<b>Functional Behavior Assessment Summary</b>	Completion of Functional Behavioral Assessment Summary with no connection to data collected. Lack of depth in analysis.	Completion of Functional Behavior Assessment summary on data collected. Includes some depth of analysis from information collected.	Thorough completion of Functional Behavior Assessment summary. Results are exemplary and supports findings.

<b>Behavioral Intervention Plan</b>	Failed to state Expected Outcome Goal. Developed weak or inappropriate intervention.	Stated Expected Outcome Goal and devised strong evidence-based strategies and interventions.	Stated more than two Expected Outcome Goals and devised strong evidence-based strategies and interventions.
<b>Grammar and Conant</b>	Content failed to include appropriate professional terms used in the field of special education. Problems with grammar and punctuation.	Content included appropriate professional terms used in the field of special education. Minimal problems with grammar and punctuation.	Used proper grammar and punctuation. Content included appropriate professional terms used in the field of special education.
<b>TOTAL</b>			

**EDU 314-01 Classroom Behavior and Management**  
**Presentation of Classroom Management Components**

**Student Name:**

	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Classroom Management Plan Components</b>	Student presented only one of the five components.	Student presented two or three of the five components.	Student presented four of the five components.	Student presented all (5) required components. (classroom rules, consequences, incentive/reward plan and two problem behavior strategies).	
<b>Visuals</b>	Student used no visuals.	Student occasionally used visuals that rarely supported components of their portfolio.	Visuals related to text and presentation.	Student used visuals to reinforce Management Plan components and presentation.	
<b>Mechanics</b>	Student's presentation had four of more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Delivery</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly.	Student used a clear voice and correct, precise pronunciation of terms.	
<b>TOTAL</b>					

**Teacher  
Comments:**