

# EDUC527

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

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## Course Summary

**Course :** EDUC527 **Title :** Classroom Management for the 21st Century

**Length of Course :** 16

**Prerequisites :** N/A **Credit Hours :** 3

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## Description

**Course Description:** This course is designed for the practicing K-12 education professional and focuses on positive classroom management approaches and strategies. This course reviews models of classroom management as well as the fundamentals of behavior change. Program candidates will explore systematic approaches including Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) and topics such as cultural considerations, data tools, assessment and analysis of behaviors, and fostering community and collaboration in classrooms. In this course, candidates will focus on implementing strategies for class-wide, small group, and individual intervention as well as methods for monitoring student progress. (Prerequisite: EDUC503.) Equivalent to EDUC524.

### Course Scope:

This course is designed for the practicing professional and focuses on positive classroom management approaches and strategies. Emphasis is placed on systemic management while exploring specific tools and techniques to improve student performance. This course stresses the importance of data-based decision making and practical methods for monitoring student progress.

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## Objectives

After successfully completing this course, you will be able to:

1. Identify components of effective classroom management models.
2. Apply fundamentals of behavior change theory (NBPT p.3).
3. Distinguish between alterable and nonalterable variables.
4. Develop a comprehensive behavior management plan (NBPT p.3).
5. Integrate theoretical concepts into classroom / instructional practices (NBPT p. 1 and 4).
6. Develop behavioral goals.
7. Diagnose student behavior problems and plan interventions (NBPT p. 4).
8. Evaluate methods for monitoring student progress (NBPT p. 3).
9. Develop action plans to address personal challenges in effectively working with student behavioral issues (NBPT p. 1).

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# Outline

## Week 1: Review of Models of Behavior Management

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### Learning Outcomes

Identify components of effective classroom management models.

Develop action plans to address personal challenges in effectively working with student behavioral issues.

### Required Readings

**Text: Kaplan: Ch. 1 and 14**

**Text: Rhode: None**

### Dr. Mac's Behavior Management Site

<http://www.behavioradvisor.com/>

You will need to establish a free login and password to use the site.

View and listen to Dr. Mac's podcasts about Dr. Mac's Mountain (under the menu item Free Podcasts and Videos. Scroll down once you select that page. There are several stages/parts.) See Read A Primer on Classroom Management, the Stages of Teaching, and the 10 Demandments at

<http://www.behavioradvisor.com/Primer.html>

Under Tips for Becoming an Effective and well-liked Behavior Manager. READ the following:  
Nice Ways to Gain Compliance & Help Kids Develop Self-Management of their Behavior at

<http://www.behavioradvisor.com/715TipsInsert.html>

### Assignments

Forum - Introduction

Forum 1 – Off-task Behavior

Forum 2 - Goals

Activity 1 - Stages

## Week 2: Fundamentals of Behavior Change

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### Learning Outcomes

Distinguish between alterable and nonalterable variables.

Apply fundamentals of behavior change theory.

Develop action plans to address personal challenges in effectively working with student behavioral issues.

### Required Readings

**Text: Kaplan: Ch. 2**

**Text: Rhode: None**

### Dr. Mac's site

Managing Behavior Via Classroom Design (Environmental Engineering: Arranging your Classroom for Optimal Functioning at <http://behavioradvisor.com/ClassroomDesign.html>)

Getting Respect by Giving it Away (Giving and Getting Respect) at [http://www.behavioradvisor.com/respect\\_web\\_page\\_insert.html](http://www.behavioradvisor.com/respect_web_page_insert.html)

Please explore the **Additional Resources** to supplement your learning

Assignments

Forum 3 - Routines

Activity 2

Case 1 *assigned* (not due)

### **Week 3: RTI and PBIS FBA Targeting Behavior**

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Learning Outcomes

Integrate theoretical concepts into classroom / instructional practices.

Diagnose student behavior problems and plan interventions.

Develop behavioral goals

Required Readings

**Text: Kaplan: Ch. 3 and 4**

**Text: Rhode: None**

**Dr. Mac's site**

- Figuring Out Why Kids Misbehave and What to do About It (Why are you Doing That?) at <http://www.behavioradvisor.com/WhyKidsMisBehave.html>
- Functional Behavior Assessment at <http://www.behavioradvisor.com/FBA.html>
- ADD/ADHD readings at <http://www.behavioradvisor.com/AddOverview.html> and <http://www.behavioradvisor.com/AddStrats.html> and Childhood Depression at <http://www.behavioradvisor.com/Depression.html>

### **IRIS Center**

- Autism Spectrum Disorders at <http://nichcy.org/wp-content/uploads/docs/fs1.pdf>
- Select other disability readings as you like at <http://iris.peabody.vanderbilt.edu/iris-resource-locator/?term=disability>
- Culturally Responsive Classroom Management at <http://steinhardt.nyu.edu/scmsAdmin/uploads/005/121/Culturally%20Responsive%20Classroom%20Mc>

Go to [www.rti4success.org](http://www.rti4success.org) and Read Essential components of RTI:A closer look at Response to Intervention

Go to [www.PBIS.org](http://www.PBIS.org) and Read the following:

### **Volume 4, issue 2**

Response to Intervention and Positive Behavior Support: Brothers from Different Mothers or Sisters with Different Misters?

Therese Sandomierski, University of Florida

Don Kincaid, University of Florida

Bob Algozzine, University of North Carolina at Charlotte

### **Volume 4, issue 4**

## Assignments

Forum 4 – RTI and PBIS

Activity 3

Case 1 Due

## **Week 4: Strengthening Behaviors**

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### Learning Outcomes

Develop comprehensive behavior management plan.

Integrate theoretical concepts into classroom / instructional practices.

Diagnose student behavior problems and plan interventions.

Develop behavioral goals

### Required Readings

**Text: Kaplan: Ch. 5**

**Text: Rhode: Ch. 1**

### **Dr. Mac's site**

- Different ways to catch 'em being good (Ways to Catch Kids Being Good) at <http://www.behavioradvisor.com/CatchGood.html>
- Problems with catching 'em being good at <http://www.behavioradvisor.com/ProbsCatchGood.html>
- Under How to Assess and Measure Behavior -See Behavioral Recording at <http://www.behavioradvisor.com/BehRecord.html>
- Schedules of Reinforcement at <http://www.behavioradvisor.com/SchedulesOfReinforcement.html>
- Shaping at <http://www.behavioradvisor.com/Shaping.html>
- Token Economies and Point Systems at <http://www.behavioradvisor.com/Tokens.html>

## **IRIS Module Part 1**

### Assignments

Forum 5 - Strengthening

Activity 4

Module 1

## **Week 5: Weakening Behaviors**

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### Learning Outcomes

Apply fundamentals of behavior change theory.

Integrate theoretical concepts into classroom / instructional practices.

Diagnose student behavior problems and plan interventions.

Develop behavioral goals

Required Readings

**Text: Kaplan: Ch. 6**

**Text: Rhode: Ch. 2**

**Dr. Mac's site**

- Contracting at <http://www.behavioradvisor.com/Contracts.html>
- Differential Reinforcement (Reducing Misbehavior in Positive Ways) at <http://www.behavioradvisor.com/DRintro.html>
- Overcorrection (Using Repetition to Deter Future Misbehavior) at <http://www.behavioradvisor.com/OverCorrection.html>
- Response Cost (Implementing Penalties for Misbehavior) at <http://www.behavioradvisor.com/ResponseCost.html>
- Time Out Procedures at <http://www.behavioradvisor.com/TimeOut.html>
- Remembering to Focus on Your Initial Goal (Remembering Your Goal: The Art of Compromise) by Mary Beth Hewitt at Dr. Mac's site at <http://www.behavioradvisor.com/RememberYourGoal.html>

Assignments

Forum 6 – Initial Goal

Activity 5

## **Week 6: Measuring Change**

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Learning Outcomes

Develop and evaluate methods for monitoring student progress

Required Readings

**Text: Kaplan: Ch. 7 and 8**

**Text: Rhode: Ch. 3**

**Dr. Mac's site**

- Behavioral Recording (Ways to Accurately Measure Behavior) at <http://www.behavioradvisor.com/BehRecord.html>

Assignments

Forum 7 – Computer Graphing

Activity 6

## **Week 7: Self-Management and**

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Learning Outcomes

Apply fundamentals of behavior change theory.

Integrate theoretical concepts into classroom / instructional practices.

Diagnose student behavior problems and plan interventions.

Develop behavioral goals

## Required Readings

**Text: Kaplan: Ch. 9 and 10**

**Text: Rhode: Ch. 4**

**Dr. Mac's site**

- Teaching Social Skills to Kids who Don't Have Them at <http://www.behavioradvisor.com/SocialSkills.html>

## Assignments

Forum 8 - Roleplay

Activity 7

Case Study 2 assigned (not due)

## **Week 8: Problem Solving and Self-Reflection**

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### Learning Outcomes

Develop comprehensive behavior management plan.

Develop and evaluate methods for monitoring student progress

### Required Readings

**Text: Kaplan: Ch. 12**

**Text: Rhode: None**

**Dr. Mac's site**

- Teaching Kids to Make Better Choices through Problem Solving Procedures at <http://www.behavioradvisor.com/ProblemSolving.html>

## **IRIS Module Part 2**

### Assignments

Forum 9 - Reflection

Activity 8

Module 2 Due

Case 2 Due

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## **Evaluation**

### **Grading:**

<b>Name</b>	<b>Grade %</b>
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## Materials

**Book Title:** Tough Kid Book : Practical Classroom Management Strategies (Hard copy not available from the APUS Bookstore, please try other sources) available for purchase through the publisher:  
<https://pacificnwpublish.com/products/The-Tough-Kid-Book,-2nd-ed..html>

**Author:** Rhode, Ginger / Jenson, William R. / Reavis, Kenton

**Publication Info:** Sopris West

**ISBN:** 9781599090429

**Book Title:** Beyond Behavior Modification: A Cognitive-Behavioral Approach..., 4th ed (Link-  
<https://www.proedinc.com/Products/14236/beyond-behavior-modification-a-cognitivebehavioral-approach-to-behavior-management-in-the-schoolfourth-edition.aspx>)

**Author:** Kaplan, Joseph S

**Publication Info:** Pro-Ed, Inc.

**ISBN:** 9781416410362

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### Required Course Textbooks

Kaplan, S. J. (1995). *Beyond behavior modification: A cognitive-behavioral approach to behavior management in the schools* (3rd ed.). Austin, TX: Pro-ed.

Rhode, G., Jenson, W. R., & Reavis, H. K. (1996). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

### Required Readings

Assigned portions from the Dr. Mac website. [www.behavioradvisor.com](http://www.behavioradvisor.com)

Assigned portions from the IRIS Center: [www.iriscenter.com](http://www.iriscenter.com)

Assigned portions from [www.rti4success.org](http://www.rti4success.org)

Assigned portions from [www.pbis.org](http://www.pbis.org)

### Additional Resources

In addition to the required course texts the following public domain websites and sources are useful. Please abide by the university's academic honesty policy when using internet sources as well. Please note: website addresses are subject to change.

4Teachers.org. (n.d.). *Teach with technology*. Retrieved from <http://www.4teachers.org/>

ASHA. (2009). Retrieved from <http://www.asha.org/default.htm> &  
[http://www.familyvillage.wisc.edu/lib\\_comd.htm](http://www.familyvillage.wisc.edu/lib_comd.htm)

Schoolbehavior.com. (2001). *Behavior*. Retrieved from <http://www.schoolbehavior.com/behavior.htm>

Teacher Vision. (n.d.). *Assessment accommodation glossary*. Retrieved from  
<http://www.teachervision.fen.com/teaching-methods/educational-testing/4132.html>

Webster, M. (2003). *Technology tips for classroom teachers*. Retrieved from  
<http://www.edzone.net/~mwestern/>

YouTube. (2008). *Helping young aggressive children beat the odds*. Retrieved from

<http://www.webmd.com/mental-health/mental-health-conduct-disorder>

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## Course Guidelines

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## University Policies

### [Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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