Background of the Instructor: I have been a faculty member in the Department of Psychology and Research in Education for the past 28 years where I have taught courses in classroom management and behavior problems and personality assessment. I have taught PRE 410, PRE 712 and PRE 703 classes, all classes dealing with classroom management. I have taught PRE 860 Behavior Problems and Personality Assessment for over 23 years. In addition, I have taught courses on ADD/ADHD and Oppositional Defiant Disorder as well as courses on Social Skills Development. I have worked as a practicing school psychologist for several years at an Area Education Agency in Iowa. I have worked as a secondary biology teacher in Massachusetts and have substitute taught for two years in the Boston area at all grade levels (and most content areas). I am certified in school psychology, counseling, secondary biology and history. I have worked with literally thousands of teachers (regular and special education), school psychologists, social workers, counselors, speech language clinicians, OTs, PTs, school administrators, teacher assistants, paraprofessionals, bus drivers, cafeteria workers, playground duty personnel, and janitors, not to mention thousands of parents to assist all of these individuals make schools a better place to learn and safer for everyone. I have experience in working with children at all grade and age levels. I have experience in working with new and experienced teachers. I have worked with public schools, private schools, residential agencies, urban schools and rural schools. I have extensive experience in working with Native American tribal schools. I am currently working on a textbook on recent innovations in classroom management and another one dealing with overcoming mental health challenges to learning in the classroom. I think that I have many practical skills to bring to this course and I hope that you will take advantage of my practical experiences in the field.

Instructor Office Hours for the Course: My office hours are immediately after class time from 7:00PM to 8:00PM after class on Mondays. If this is not convenient then you should feel free to ask for an appointment. In addition, I can be reached by Email or via phone both of which are listed above. I also can be reached by Blackboard. There is no reason why you cannot be in touch with me if you need assistance. I will do my best to be responsive to your requests for information or assistance.
Purpose of the Course: This is a graduate course in Constructive Classroom Discipline. Therefore, it is my feeling that this course should reflect graduate level education in objectives, content, readings, and format which will follow. It will be very different from an undergraduate course on the same topic. I know that the audience for this course consists mainly of regular and special education teachers, school administrators and perhaps others. School Psychology students do not take a course in classroom management at KU and instead take a course in applied behavioral analysis. The program in school counseling is in hiatus. In any case, it is expected that all students have a background in education or are getting one at an advanced level. It is also expected that all students in this course have advanced learning skills.

Therefore the first purpose of this course is to teach you not only about current theory and research in classroom management but also to help you to think critically about some of the current debatable issues in classroom management that cause controversy in classrooms and schools. The second purpose of this course is to provide you the opportunity to serve as a leader and minor authority or consultant on a topic that we will be discussing in this course. After all, in the field it will be expected that you will have the ability to consult with others who need assistance and that you will have some information to offer. In this manner, you will be practicing your consultative skills that involve thinking, problem-solving and communicating with other professionals. You may participate in this activity with the assistance from another student in the class to be assigned. A third purpose for this course is to teach you about an innovative concept in behavior management called Positive Behavioral Supports or PBS. Unlike traditional classroom management theories which tend to be reactionary and symptom driven, Positive Behavioral Supports involves the identification of causes or “functions” for misbehaviors and seeks to develop positive interventions that involve the teaching of new “replacement” skills which can be verified through “response to intervention” assessment strategies to be effective. A fourth purpose for this course is to help you identify and to overcome the learning challenges that your students may face when they are experiencing a mental health problem in the classroom.

Objectives of the Course:

Objective 1: To learn the theory and research related to classroom management

Objective 2: To learn a specific skill set associated with effective classroom management

Objective 3: To apply the skill set in classroom management to real cases in classroom management.

Objective 4: To understand the major controversies in classroom management that professionals in education must face today.

Objective 5: To apply recommended practices in behavior management to parents who are dealing with children or adolescents with anger and defiance.
Objective 6: To experience an opportunity to serve in a leadership position as a minor authority and consultant on a topic related to classroom management.

Objective 7: To understand how positive behavioral supports can be applied to understand classroom misbehaviors and to remediate those behaviors in a positive manner.

Objective 8: To understand how child and adolescent mental health problems impact learning in the classroom and what the educational professional can do to better manage these mental health problems in the classroom.

Objective 9: To understand issues of diversity and cultural difference affect classroom management approaches used with a variety of students.

Objective 10: To recognize the role of parents in student behavior management.

Objective 11: To understand how a building plan and building policies affect the Implementation of good classroom behavior plans

Objective 12: To apply strategies of Response to Intervention in evaluating the effectiveness of interventions

NCATE STANDARDS MET IN PART IN
PRE 703 CONSTRUCTIVE CLASSROOM DISCIPLINE

The following NCATE Standards are met in part in PRE 703:

Standard 1: Candidate Knowledge, Skill and Dispositions
Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students’ learn. Assessments indicate that candidates meet professional, state and institutional standards.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Standard 4: Diversity
The unit designs, implements and evaluates curriculum and experiences for candidates to acquire and apply knowledge, skills and dispositions necessary to help all students learn. These experiences include working with
diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5: Faculty Qualifications, Performance and Development
Faculty are qualified and model best professional practices in scholarship, service and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state and institutional standards.

KSDE STANDARDS MET IN PART
PRE 703 CONSTRUCTIVE CLASSROOM DISCIPLINE

The following KSDE Standards are met in part in PRE 703:

Standard #1 The educator demonstrates the ability to use the central concepts, tools of inquiry, and structures of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Knowledge
1. The educator understands major concepts, assumptions, debates, and processes of inquiry, and ways of knowing that are central to the discipline being taught and can create opportunities that make these aspects of subject matter meaningful for all students.
2. The educator understands that students’ conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

Performance
1. The educator represents and uses differing viewpoints, theories, "ways of knowing," and methods of inquiry in teaching of subject matter concepts.
2. The educator evaluates teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness for representing particular ideas and concepts.
3. The educator engages students in constructing knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.
4. The educator develops or adapts and uses curricula that encourage all students to see, question, and interpret ideas from diverse perspectives.

Standard #2 The educator demonstrates an understanding of how individuals learn and develop intellectually, socially, and personally and provides learning opportunities that support this development.
Knowledge
1. The educator understands how learning occurs—how students construct knowledge, acquire skills, and develop critical thinking—and knows how to use instructional strategies that promote learning for all students.
2. The educator understands that students' physical, social, emotional, moral, and cognitive development influences learning and knows how to address these factors when making instructional decisions.
3. The educator is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

Performance
1. The educator assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (physical, social, emotional, moral, and cognitive) and that leads to the next level of development.
2. The educator stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
3. The educator seeks to discover students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard #3 The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Knowledge
1. The educator understands and can identify differences in approaches to learning and performance and can design instruction that helps use students' strengths as the basis for growth.
2. The educator understands that diversity, exceptionality, and limited English proficiency affect learning.
3. The educator knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
4. The educator understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
5. The educator has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.
6. The educator has knowledge of state and federal regulations related to children and youth with exceptionalities.

Performance
1. The educator identifies and designs instruction appropriate to students' stages of development, strengths, and needs.
2. The educator uses teaching approaches that are sensitive to the multiple experiences of learners and that address diverse learning needs.
3. The educator makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication, and response modes) for individual students who have particular learning differences or needs.
4. The educator can identify when and how to use appropriate services or resources to meet diverse learning needs.
5. The educator seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).
6. The educator brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
7. The educator creates a learning community in which individual differences are respected.
8. The educator is able to recognize learning problems and collaborate with appropriate special services personnel.

Standard #4 The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning including critical thinking, problem solving, and reading.

Knowledge
1. The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem structuring and problem solving, invention, memorization, and recall) and how these processes can be stimulated.
2. The educator understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g., cooperative learning, direct instruction, discovery learning, whole group discussions, and independent study).
3. The educator knows how to enhance learning by using a wide variety of materials, including human and technological resources, primary documents and artifacts, texts, reference books, literature, and other print resources.
4. The educator understands the principles and techniques used in effective reading instruction.

Performance
1. The educator meets the learning needs of all students by evaluating how to achieve learning goals and by choosing alternative teaching strategies and materials.
2. The educator uses multiple teaching and learning strategies to engage all students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities, and that help all students assume responsibility for identifying and using learning resources.
3. The educator constantly monitors and adjusts strategies in response to learner feedback.
4. The educator varies his or her role in the instructional process (instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of all students.
5. The educator develops a variety of clear, accurate presentations and representations of concepts using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
6. The educator uses a variety of reading strategies that are appropriate for students' diverse reading abilities and that support further growth and development.

Standard #5 The educator 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.

Knowledge
1. The educator uses knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
2. The educator understands how social groups function and influence people and how people influence groups.
3. The educator knows how to help students work productively and cooperatively in complex social settings.
4. The educator understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
5. The educator recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help all students become self-motivated.
6. The educator understands crisis intervention strategies.

Performance
1. The educator creates a smoothly functioning learning community in which all students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
2. The educator engages all students in individual and cooperative learning activities that help them develop the motivation to achieve by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading all students to ask questions and pursue problems that are meaningful to them.
3. The educator organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of all students in productive tasks.
4. The educator maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
5. The educator helps the group to develop shared values and expectations for student interaction, academic discussion, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
6. The educator analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
7. The educator organizes, prepares students for, and monitors independent and group work in such a way that allows for full and varied participation of all individuals.
8. The educator can participate in the implementation of crisis intervention strategies.

Standard #6 The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Knowledge
1. The educator understands communication theory, language development, and the role of language in learning.
2. The educator understands how differences in culture, gender and exceptionality can affect communication in the classroom.
3. The educator recognizes the importance of non-verbal as well as verbal communication.
4. The educator knows about and can use effective verbal and non-verbal communication techniques.

Performance
1. The educator models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages; restating ideas and drawing connections; using visual, aural, and kinesthetic cues; being sensitive to non-verbal cues given and received).
2. The educator develops learner expressions in speaking, writing, and other media.
3. The educator knows how to ask questions and stimulate discussion in different ways for particular purposes (e.g. probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk taking and problem solving, facilitating factual
recall, encouraging convergent and divergent thinking, stimulating curiosity, and helping students to question.)

4. The educator communicates in ways that demonstrate sensitivity to differences in culture, exceptionality and gender (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.)

Standard #8 The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Knowledge
1. The educator understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g., criterion-referenced and norm-referenced instruments, selected response and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.
2. The educator knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
3. The educator knows the importance of aligning standards, goals, instruction, outcomes and assessments.

Performance
1. The educator appropriately uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, educator-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of all learners, evaluate all students' progress and performances, and modify teaching and learning strategies.
2. The educator solicits and uses information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and the students themselves.
3. The educator uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
4. The educator evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interaction, questioning, and analysis of student work.
5. The educator monitors his or her own teaching strategies and behavior in relation to student success, modifying plans, and instructional approaches accordingly.
6. The educator maintains useful records of student work and performance and communicates student progress knowledgeably and responsibly to students, parents, and other colleagues.
7. The educator knows how to align standards, goals, instruction, outcomes, and assessments.

Standard #9 The educator is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation [QPA]).

Knowledge
1. The educator uses a variety of self-assessment and problem-solving strategies for reflecting on his or her practice and the way that practice influences students’ growth and learning and affects the complex interactions between student and educator.
2. The educator is aware of major areas of research on teaching and of resources available for professional learning.
1. The educator understands the school improvement process (QPA) in Kansas schools.

**Performance**
1. The educator uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
2. The educator draws upon professional colleagues within the school and other professional resources as supports for reflection, problem solving, and new ideas, actively sharing experiences and seeking and giving feedback.
3. The educator demonstrates the skills necessary to contribute to the school improvement process (QPA) in Kansas.

*Standard #10 The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.*

**Knowledge**
1. The educator understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system within which he or she works.
2. The educator understands how factors in the students' environment outside of school (e.g., family circumstances, community environments, health, and economic conditions) may influence students' lives and learning.

**Performance**
1. The educator participates in collegial activities designed to make the entire school a productive learning environment.
2. The educator consults with parents, counselors, other educators within the schools, and professionals in other community agencies.
3. The educator identifies and uses community resources to foster learning for all students.
4. The educator establishes respectful and productive relationships with parents or guardians from diverse home and community situations and seeks to develop cooperative partnerships in support of learning and well-being for all students.
5. The educator talks with and listens to all students, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

*Standard #13 The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.*

**Knowledge**
1. The educator understands how and why the American system of education developed.
2. The educator has critical awareness of the norms and values inherent in the American system of education.
3. The educator understands how social forces have shaped and continue to shape American education.
4. The educator is aware of the ethical standards that should guide the professional teacher’s interaction with all students, colleagues, parents, and members of the community.
5. The educator understands how educational policy is formulated and how it affects classroom practices.
6. The educator understands legal issues that impact all students, classrooms, teachers, administrators, and parents.

**Performance**

1. The educator uses knowledge of historical, philosophical, and social foundations of education to guide interaction with all students, colleagues, parents, and community members in a manner that demonstrates respect for them as persons.
2. The educator uses knowledge of historical, philosophical, and social foundations of education to guide instruction, educational practices, and decision making.
3. The educator supports policies and practices that promote student welfare and development.
4. The educator follows all legal requirements for working with all students, other teachers, administrators, and parents.

**Instructional Strategies:** The instructional strategies that will be utilized in this course will include direct instruction, classroom discussion and debate, guests, videos, role play, student-led discussions, and journals and responses to discussion questions as well as a midterm and final examinations.

**Readings:**


**Note:** There may be additional readings or handouts or current news clippings distributed to the class as they become available.

**Student Evaluation Procedures:**

**Class Attendance:** It is expected that you will attend all classes.

**Readings:** It is expected that you will have read all readings prior to class time since there will always be group discussion every class period.

**Dyadic Classroom Leadership and Consultation Skills:** You will be expected to select a topic of interest to you for which you will have primary responsibility (perhaps with another student) for leading the discussion and for furthering our breadth of information on the subject. You will be expected to know the issues related to the topic thoroughly and will be expected to use creative instructional strategies pre-approved with me that will further our learning.

**Journals:** The purpose for the weekly journal question is to help you reflect upon the theory and research that is being discussed in this course and to help you apply that
information to real-life case situations. The second purpose for the weekly journal question is for you to think critically about the issues that we discuss in this course and to take a considered position on the topic based upon logic, theory and research, recommended practice and sound problem-solving.

**Discussion Question Leadership and Participation:** Each week students will be provided one or more discussion questions designed to set the stage for the class discussion. The discussion questions will be based upon the readings from the various readings that we have for that week. Students are expected to participate in class discussions. Students will assigned and serve as facilitators for the discussions.

**Midterm Examination and Final Examination:** Students will be given a midterm and final examination that will address the major issues in this course. The midterm and final will be take-home and will be in essay format. There will be research, theory and practical application in the examinations

**Grading Procedures:**

Attendance and Class Participation: 5%

Classroom Leadership and Consultation Skills: 20%

Weekly Journal: 10%

Discussion Question Leadership and Participation: 10%

Midterm Examination: 20%

Final Examination: 35%

**Classroom Rules:** I believe that classroom rules are essential to the functioning of any classroom including a graduate class. The rules are listed below and are ones that I have found helpful in teaching classes at KU. We can modify these rules as a class unit and we can add to them. We should check periodically to see how we are doing with our class rules.

1) Attend class on time and stay for the entire class.

2) Be ready to participate in class discussions with good comments, suggestions, ideas, case studies, insights, or critiques.

3) Listen thoroughly when others are speaking and be ready to agree or disagree in a respectful manner with evidence/theory.

4) Raise your hand or wait for an opening to comment on what someone else is saying.
5) Hand in assignments at the assigned times as stated in the syllabus.

6) No beeping devices in class.

7) Keep private conversations to a minimum, short and muted volumes.

8) Please vary your seating at each class.

9) Let’s all get excited about this topic because it is a very interesting one.

10) Please create a student name plate for class.

11) Always bring the texts to class the texts that we have under discussion so that we can refer to them if need be.

11) Please bring your journal to each class since we will share and discuss these journal entries with each other.

**Commitment to Professionalism and Ethical Standards:** Educators enrolled in this course are expected to demonstrate a commitment to the education profession and conduct themselves in a manner that reflects their commitment as a professional educator. This includes demonstrating ethical behavior, maintaining a positive attitude during and outside class, being punctual and regularly attending class, being prepared and contributing to the agenda of the course, a willingness to share information and ideas with others, working well with others to develop opportunities for peer learning, being honest and trustworthy in all communications and interactions with others, valuing collaboration with other professionals within the schools and demonstrating professional and ethical judgments.

**Class Format:** It is intended that each class will follow a similar thematic format:

**Part I:** Discussion of Classroom Management Theory (Charles’ Readings and Discussion Questions)

**Part II:** Taking Sides Issue(s) for the week that is related to the classroom discussion of theory

**Part III:** Issues in Positive Behavioral Supports

**Part IV:** Mental Health Issues in Classroom Management
**PRE 703 Constructive Classroom Discipline- Course Schedule**  
Harrington/Spring 2008  
*Please note that Topics and Readings are assigned by Class Meeting Date*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>January 28</td>
<td>- Introduction to the Course</td>
<td>No Readings Assigned</td>
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<tr>
<td></td>
<td>- Introductions of Students</td>
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<tr>
<td></td>
<td>- Assignments to Taking Sides and</td>
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<td></td>
<td>- Discussion Leadership</td>
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<tr>
<td>February 4</td>
<td>Classroom Management</td>
<td>Charles: Ch 1</td>
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<tr>
<td></td>
<td>Versus Instructional Improvement</td>
<td>Harrington: 1 &amp; 2</td>
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<tr>
<td></td>
<td>Two National Priorities: Teacher: Role in Classroom Management</td>
<td>Scheuermann: Ch 1</td>
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<td>Fostering Mental Health in the Classroom</td>
<td>Waller: Ch 1</td>
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<tr>
<td>February 11</td>
<td>Cultural Issues in Classroom Management and Development of Positive</td>
<td>Charles: Ch 2</td>
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<td></td>
<td>Relationships With Students and Parents: Parent Education</td>
<td>Harrington: 5 &amp; 12</td>
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<td></td>
<td></td>
<td>Scheuermann, Ch 7</td>
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<td></td>
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<td>Waller: Ch 16</td>
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<tr>
<td>February 18</td>
<td>Dealing with Biologically Based Behavior Problems (ADHD) and</td>
<td>Charles: Ch 3</td>
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<td></td>
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<td>Harrington: 4 &amp; 16</td>
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<td></td>
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<td>Scheuermann: Ch 3</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapters/Authors</td>
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<tr>
<td>February 25</td>
<td>Creating a Positive Learning Environment for Improved Instructional Management: Prevention and Early Identification</td>
<td>Charles: Ch 8, Harrington: 13 &amp; 18, Scheuermann: Ch 8, Waller: Ch 15</td>
</tr>
<tr>
<td>March 3</td>
<td>Authoritarian vs. Authoritative Classrooms and the Importance of Student-Teacher respect: ODD</td>
<td>Charles: Ch 4, Harrington: Ch 6 &amp; 7, Scheuermann: Ch 5, Waller: Ch 8</td>
</tr>
<tr>
<td>March 10</td>
<td>Teaching the Skills of Successful Students: Student Anxiety</td>
<td>Charles: Ch 7, Harrington: Ch 3 &amp; 19, Scheuermann: Ch 9, Waller: Ch 6</td>
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<tr>
<td>Mar 17</td>
<td><strong>No Class-Spring Break</strong></td>
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<tr>
<td>March 24</td>
<td>Belonging in Classroom Communities, Cooperation, and Self-Control: Moodiness (Midterm Exam Due)</td>
<td>Charles: Chs 5 &amp; 6, Harrington: Chs 8 &amp; 9, Scheuermann: Ch 6, Waller: Ch 5</td>
</tr>
<tr>
<td>March 31</td>
<td>School-Wide Behavior Management and Building Plans: Bullying Violence</td>
<td>Charles: Ch 14, Harrington: Chs 11 &amp; 20, Scheuermann: Ch 12, Waller: Ch 11</td>
</tr>
<tr>
<td>April 7</td>
<td>Disciplining Challenging Youth: Conduct Disorders</td>
<td>Charles: Ch 10, Harrington: Chs 17 &amp; 21, Scheuermann: Ch 11, Waller: Ch 10</td>
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<tr>
<td>April 14</td>
<td>Teachers Can Win, Students Can Win: Child Abuse and Neglect</td>
<td>Charles: Ch 9, Scheuerman, Ch 10, Waller, 13</td>
</tr>
<tr>
<td>April 21</td>
<td>Creating Virtue and Value Through the Development Of Moral Intelligence: Student Sexual Behavior</td>
<td>Charles: Ch 11, Harrington: Ch 10 &amp; 15, Waller, Ch 12</td>
</tr>
</tbody>
</table>
April 28  
Response to Intervention:  
Eating Disorders  
Charles: Ch 12  
Waller: Ch 9  
Scheuerman, Ch 4

May 5  
Therapeutic Teaching  
in the Classroom:  
Self-Injury  
Charles: Ch 13  
Waller: Ch 14

May 12  
**Final Examinations Due**

*Hard Copy Only*

*Delivered to 630 JRP*

*(No email attachments accepted due to PRE Dept Policy)*