# Campbellsville University School of Education

**SED 205**

**Behavior Management of Children and Youth with Learning and Behavior Problems**

(3 Credit Hours)

**Professor:** Nathan Havens

**E-mail:** [nchavens@campbellsville.edu](mailto:nchavens@campbellsville.edu)

**Office:**

**Home Phone:** 502-379-2863 (cell)

**Classroom:** Online

**Chat Time:**  (EST) 6:00 pm to 7:15 pm – Tuesday and Thursday

Course Duration: August 30th to October 20th

**Virtual Office Hours:** The professor can be reached anytime by e-mail or text. When using text, please identify yourself.

# School of Education Conceptual Framework Theme: Empowerment for Learning

# Model:



**Required Text:**

Wheeler, J. J. & Richey, D. D. (2014). *Behavior management: Principles and practices of positive behavior supports (*3rd ed.)Upper Saddle River, New Jersey: Pearson.

Rhodes, G., Jenson, W. R., & Reavis, H. K. (2010). *The tough kid book*. Eugene, OR: Pacific Northwest Publishing, (2nd ed.) *(optional)*

# Resource Text:

Lane, K.L, Gresham, F.M., & O’Shaughnessy, T.E. (2002). *Interventions for children with or at-risk for emotional and behavioral disorders.* Boston: Allyn and Bacon.

Textbooks are required for this course. Materials for this course can be found in the textbooks, Internet sites, or other readings provided by the instructor. Reading materials are also contained in weekly lessons and the body of the course online.

# Course Description:

This course is designed to provide students with knowledge and understanding of behavioral assessment and intervention strategies that have been effective for individuals with a wide range of disabilities including: EBD, LD, MMD, and MSD. Students will learn to (a) identify and assess problem behavior, (b) design and implement behavioral interventions, (c) design learning environments that will prevent problem behaviors, and (d) apply behavioral procedures in educational settings. The primary research project will address the collaborative and consultative roles of the special education teacher in the reintegration of individuals with disabilities into the general educational setting.

# School of Education Mission Statement

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* + - preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
    - honoring, understanding, and respecting diverse voices and communities in society,
    - establishing partnerships and collaborating with the professional community,
    - supporting and enhancing Christian characteristics of servant leadership.

# Methods of Instruction

The instructional methods will include:

* + live online learning lessons via Adobe Connect
  + online media learning lessons
  + individual online consultation with professor
  + online discussion board threads for in-depth discussion
  + demonstration
  + cooperative/collaborative learning activities
  + clinical observations and practice in P-12 classrooms

# Purpose of Course

The purpose of the course is to prepare teachers by equipping them with methods and strategies

needed to effectively instruct children with emotional/behavioral disorders.

They will learn behavioral methods and principles needed to develop programs for this population of special needs students.

# Course Objectives

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

* + - Identify and define principles of human behavior and learning.
    - Develop comprehensive program in collaboration with team members.
    - Design functional classroom for individuals with disabilities.
    - Utilize frequency, duration, latency, interval, and other measurement and recording procedures related to target behavior.
    - Understand and use of the principles of behavior for the design, implementation, and evaluation of students’ academic and social performance in the classroom.
    - Apply basic classroom management theories & strategies for students with disabilities based on functional behavior assessments.
    - Design and implement comprehensive behavior management plans.
    - Monitor and evaluate implementation of behavior support plans.
    - Discuss ethical and professional issues surrounding the use of applied behavior techniques.
    - Discuss theories of reinforcement techniques to be utilized with students with disabilities and plan individualized reinforcement system.
    - Discuss the legal, judicial system & agencies serving individuals with disabilities.

**PROFESSIONAL STANDARDS addressed in this course:**

**Council for Exceptional Children Standards- Initial Preparation (CEC)**

Standard 1: Learner Development and Individual Learning Differences

Standard 2: Learning Environments

Standard 3: Curricular Content Knowledge

Standard 4: Assessment

Standard 5: Instructional Planning and Strategies

Standard 6: Professional Learning and Ethical Practice

Standard 7: Collaboration

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needsKTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

InTASC 1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Standards (*ILS*)**

Standard 1 Foundational Knowledge

Standard 2 Curriculum and Instruction

Standard 3 Assessment and Evaluation

Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 5 Provider Quality Assurance and Continuous Improvement

**Kentucky Core Assessment Standards and College Readiness Standards**

Students will use the appropriate Kentucky Early Childhood and Core Assessment Standards in designing learning goals/objectives and assessments based on their own content area.

# Kentucky Common Core Standards and College Readiness Standards

Students will use the Common Core State Standards in designing learning goals/objectives and assessments.

# Class Attendance and Participation (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10; ILS 2, 5; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CAEP 1; CEC 1, 2, 3, 4, 5, 6, 7)

Class attendance will be checked. All students are expected to attend **ALL** Class sessions from beginning to end. **NOTE:** The only excused absences will be for medical problems and crises – personal or immediate family emergencies. Job responsibilities are not an excused absence. Please notify the instructor using preferred mode of communication set by the course instructor if you are to be absent. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). See Rubric for specifics.

Each student is expected to contribute actively in each week’s class session. This means students are expected to pose good, thoughtful questions and contribute responses that are meaningful to their fellow classmates. We will be using Adobe Connect for our class sessions. This means that you will need a headset available. And please be prepared to verbally interact rather than type in responses. Make sure you take any tutorials available to be ready for this interactive course.

When the weekly Class Session is begun, students will refrain from discussing personal issues with each other. Personal discussion/chat needs to be done outside of class time because it is very interruptive of the learning process for others. The instructor will be available 15-30 minutes before class each week, and that is also a good time to log in so that you can catch up on the news from your classmates or ask specific questions prior to the start of class.

**All assignments will be turned in by clicking on that Assignment Icon.**

For example, for Discussion Board Week 1, click there and put your response there. Or for a report to be uploaded, go to that assignment and upload your file(s) there. Your assignment must be in the assigned locations for grading on the platform’s grade book. **You do not email assignments to the instructor.**

**Instructional Chats are scheduled from 6:00 – 7:15 p.m. on Tuesday and Thursday evenings. (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10; ILS 2, 5;** **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9,10; CAEP 1; CEC 1, 2, 3, 4, 5, 6, 7)** Attendance will be taking during the class time at the discretion of the instructor. Instructor will post a pin for students to enter via written form. Active and consistent participation in this course is important and expected. Students must contribute to class chats/discussions in a meaningful and educationally relevant manner. Students will be graded on their ability to ask pertinent questions, critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). Students will refrain from side bar chats during class time.

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| Rubric for Grading Participation | | | |
| **Grade of F** | **Grade of C** | **Grade of B** | **Grade of A** |
| * Exhibiting a significant lack of all of the opportunities in Chat, the Discussion Board, and responses to classmates * Lack of participation in team assignments * Having 3 unexcused absences   Adapted by permission from  Dr. Carol McGregor | * Inconsistent contributions on Chat * Less than 80% responses on the Discussion Board. * Inconsistent responding to classmates’ postings. * Inconsistent participation in team assignments * Engaging in personal conversations | * Somewhat inconsistent contributions during each weekly Chat * Failing to respond to Discussion Board * Contributing 1-2 times each week to classmates’ postings on Discussion Board * Generally good participation in assigned team * Refraining from personal conversations | * Consistent attendance and contributions during weekly Chat sessions * Contributing each week in recording the Discussion Board responses listed in each lesson * Responding EACH WEEK to at least two classmates’ posting on Discussion Board * Participating fully with assigned team * Refraining from Personal conversations during class time |

**All participants are required to have a head set**.

# Course Assignments/Assessments

# RUBRIC FOR ALL ASSIGNMENTS

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| --- | --- | --- | --- |
| **77 and below** | **78-85** | **86-92** | **93-100** |
| The assignment does not follow directions or is completely wrong. Grammatical errors interfere with the meaning of the writing. There is no organization. | Some of the directions are followed. The assignment may not be well organized and may contain some grammatical errors. Some of the content required for the assignment is addressed. | Most directions are followed. Assignment meets length requirements. Assignment is well organized but may have errors in grammar. Most content required for the assignment is addressed. | All Directions are followed.  Assignment meets length requirement.  Assignment is well organized and does not contain any grammatical errors.  All content required for assignment is addressed. |

*All assignments must be word-processed*

**Functional Behavior Assessment, Behavior Intervention Plan and Individual Education Plan (KTS 2, 3, 4, 7, 8, ILS 5;** **InTASC 2, 3, 7; CAEP 1; CEC 1, 2, 3, 5, 7)** Complete a Functional Behavior Assessment (FBA) and develop a Behavior Intervention Plan (BIP) that covers all major components of behavior intervention including identification, assessment, reinforcement techniques, and replacement skills to improve student behavior. Complete an IEP for the selected student. Forms for the FBA, BIP and IEP are located on the Campbellsville University School of Education website.

**Projects -** Students will complete projects as assigned by the professor. Projects are designed to give students a hands-on experience with components of behavior management.

a) An article will be selected by the student on the topic of Behavior Management. The critique will be at least 2 pages in length, 12 point font, Times New Roman, following the APA format.

b) ARC paper- the student will submit a brief overview of the ARC process. The paper will begin with the acceptance of a behavior referral.

#  Clinical Hours (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10; ILS 2, 5; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CAEP 1; CEC 1, 2, 3, 4, 5, 6, 7)

Students will participate in **twenty (20) hours** of field experience. The student selected for observation is based upon a behavioral issue identified by certified staff (special education or regular education) in the school you select for observation. The purpose of the clinical hours is to observe the identified student in multiple settings and days within the school. The student does not have to be identified with a disability but one that is displaying: off task behavior, outburst (verbal or physical), incomplete work, defiant behaviors, etc.

During this observation, engagement, and research field experience, you will gain permission to observe and work with the identified student, have discussion with individuals working directly with the student, and/or parent if available. Using this information you will provide the following:

1. Reflection paper of at least 3- 4 pages for the 20 hours of observation.

2. Develop a power-point presentation of the process, results, and brief self –reflection of the observation/research activity.

3. Develop a Functional Behavior Assessment, Behavior Improvement Plan and an Individualized Education Plan as part of the analysis of the observations.

The originals must be sent to the Special Education Program office (FAX 270-789-5508) and a copy provided to the professor. The form must be completed in order to receive credit, and reflection guidelines are posted at the top of the course.

# Behavior Management Paper

**(KTS 1, 2, 3; ILS 2;** **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CAEP 1; CEC 1, 2, 3, 4, 5, 6, 7)** Students will construct a Behavior Management Paper that involves all aspects of behavior management. The paper will include causes of deviant behavior and strategies for behavior improvement. A minimum of ten (10) pages and five (5) references is required. APA Style.

# Discussion Forums (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10; ILS 2, 5; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CAEP 1; CEC 1, 2, 3, 4, 5, 6, 7)

Students will participate in weekly Discussion Forums where they will post an original response to a question/item and post responses/comments to two classmates’ original posts. A rubric will be used to grade responses.

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| **Discussion Forum Rubric** | | | |
| Ineffective –  (0-5 Points)  Grade F | Developing –  (6-7 Points)  Grade C | Accomplished –  (8 Points)  Grade B | Exemplar –  (9-10 Points)  Grade A |
| * Learner’s postings show little or no evidence that readings were completed. * Personal opinions or feelings, or “I agree” or Great idea” were used without supporting evidence, and with limited or not connections to readings, outside references, research or individual real-life experiences to support important facts. * Responses do not build upon ideas of other learners. * Learner often submitted posts that were not in complete sentences. * Or two or more complete sentences are grammatically incorrect and have greater than 2 spelling errors. * The style of writing does not facilitate effective communication. * Initial discussion postings and/or responses were not at designated time set by the instructor. | * It is apparent the learner has read the material, but has not reflected on it in depth. * Postings by learner repeat and summarize basic information, and have limited connections to readings, outside references, research or individual real-life experiences to support important facts. * Learner responds to most posting of peers several days after initial discussion. * Learner posts and responses do not build upon the ideas of other learners. * The learner attempts to discuss the topic presented, but does not always express him or herself clearly. * Responses include some grammatical, spelling or punctuation errors that distract the reader. | * Initial response was early, and at least two peer responses were made closer to the end of the time allocated/set by the instructor. * Outside resources, research or individual real-life experiences were used to support important facts. * Posting reflects an understanding of the prompt presented and or readings required in answering the prompt. * Response to the prompt(s) is informed. However, the learner offers fewer “new” or unique” ideas and relies on the textbook or reading materials to create his/her contribution. * The learner adds to the discussion prompt and stays focused. * Posts and responses elicit responses and reflections from other learners. * The learner shows respect and interest in the viewpoints of the others. * Responses are largely free of grammatical, spelling or punctuation errors. | * Postings present an excellent understanding of the required readings. * Outside resources, research or individual real-life experiences were used to support important facts. * Initial response to the prompt was early, and two or more peer responses were made early in the time allocated/set by the instructor. * Initial response made was insightful and informed demonstrating a sophisticated knowledge/understanding of the content. * Responses to other students' posts are expertly communicated and are professional in nature. * Responses show respect and sensitivity to the viewpoints of others. * The learner remains true to the prompt and stays focused. * Responses are free of grammatical, spelling or punctuation errors. * The style of writing facilitates communication |

* **Final Presentation/Visual (KTS 1, 2, 3, 4, 5, 6, 7, 8, 10; ILS 2, 5;** **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; CAEP 1; CEC 1, 2, 3, 4, 5, 6, 7)**

The final presentation will be reviewed in the final class (Week 8). The student will present an overview of the student they completed a FBA, BIP and IEP. The presentation will have at least 10 slides and be presented within 10 minutes. (Rubric at the top of course). (50 points visual/50 points presentation)

# Grading System

**Course Grading Scale**

93 - 100% = A

86 - 92% = B

79 - 85% = C

72 - 78% = D (Below 72 = F)

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| --- | --- |
| **Assignments** | **Points** |
| Class Participation (8x10) | 80 |
| Discussion Forums (8x10) | 80 |
| Functional Behavior Assessment | 100 |
| Behavior Intervention Plan | 100 |
| Individualized Education Program | 100 |
| Behavior Management Paper | 100 |
| Article Critique | 20 |
| ARC Procedures | 50  100000 |
| Final Presentation/Visual 1 | 100 |
| Field Hours | 100 |
|  |  |
|  |  |
| **Total** | **830** |
| **D** |  |

# Due Dates

# \*All readings are due by the beginning of class.

# Sept. 4 – Discussion Forums 1 & 2 (by midnight)

# Sept. 6 – Reading: Chs. 1, 3-5; Article Critique (by midnight)

# Sept. 11 – Discussion Forum 3 (by midnight)

# Sept. 13 – Reading: Chs. 6-7; ARC Procedures (by midnight)

# Sept. 18 – Discussion Forum 4 (by midnight)

# Sept. 20 – Reading: Ch. 8; Behavior Management Paper (by midnight)

# Sept. 25 – Discussion Forum 5 (by midnight)

# Sept. 27 – Reading: Chs. 9 & 10; FBA (by midnight)

# Oct. 2 – Discussion Forum 6 (by midnight)

# Oct. 4 – Reading: Ch. 11; BIP (by midnight)

# Oct. 9 – Discussion Forum 7 (by midnight)

# Oct. 11 – Reading: Chs. 2 & 12; IEP (by midnight)

# Oct. 16 – Discussion Forum 8 (by midnight)

# Oct. 20 – Final Presentation (in class); Clinical Hours (by midnight)

\*\*NOTE: ANSWER TO DISCUSSION QUESTION EQUALS 5 POINTS AND TWO (2) RESPONSES TO PEERS EQUALS 5 POINTS FOR A TOTAL OF 10 POINTS PER DISCUSSION QUESTION. A FIVE (5) POINT DEDUCTION PER CALENDAR DAY WILL BE GIVEN FOR LATE ASSIGNMENTS.

\*A COVER PAGE IS REQUIRED FOR ALL ASSIGNMENTS WITH THE EXCLUSION OF THE DISCUSSION FORMS. THE COVER PAGE WILL INCLUDE THE NAME OF THE ASSIGNMENT, STUDENT NAME, SED 406 AND DATE. IF AN ASSIGNMENT DOES NOT CONTAIN A COVER PAGE, A FIVE (5) POINT DEDUCTION IN THE SCORE WILL BE RECEIVED.

**Technical Support Assistance**

Students are required to have a computer, headset with audio and microphone for class sessions, e-mail, and Internet access to enroll in this course. This course is delivered via online instruction. All materials, with the exclusion of the textbook, are delivered via the Internet.

#### **Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

#### **\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## **Campbellsville University’s Online Attendance Policy**

## ***Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.***

## **Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu) Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

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#### **StudentAcademic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## **Communication Requirement**

## Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

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## **Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**References**

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New York, New York. John Wiley & Sons.

Charles, C. M. (1999). Building Classroom Disciplines. Boston: Allyn and Bacon. Canter, Lee

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*and at Risk in the General Education Classroom* (6th. ed.). Upper Saddle River, NJ: Pearson

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