

**CAMPBELLSVILLE UNIVERSITY**

**COURSE SYLLABUS**

PLEASE TYPE. DATE\_\_\_\_\_\_05/22/2017\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACADEMIC UNIT\_\_\_\_\_\_\_SCHOOL OF EDUCATION\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FACULTY\_\_Billy H. Stout\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| Discipline | Course#Section | Title of Course | Credit Hours | Cross Reference(if applicable) |
| SpecialEducation | SED 602 |  Classroom Management |  3 |  |

TEXTBOOK [ X ] Required [ ] Not Required

 Author:\_\_Vera Jones & Louise Jones\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Title: Comprehensive Classroom Management\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Publisher\_ Pearson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Publication\_\_2016\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. COURSE OBJECTIVES: List the objectives of the course, both general and specific. Please relate these objectives

 to the mission and goals of the University and the Academic Unit.

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course. Please include grading scale.
3. REQUIREMENTS
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

 DEAN Beverly Ennis Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Campbellsville University**

**School of Education**

**SED 602-01**

**Classroom Management**

**Professor:** Dr. Bill Stout

**E-mail:**  bhstout@campbellsville.edulsallen@campbellsville.edu

**Office Phone:** 270-789-5408

**Cell Phone :** 502-354-1332

**Credits:** 3 Hours

**Classroom:** Online

**Chat Time:** Monday 8:30 – 9:45 PM EST

**GRADUATE TERM G1 (July 6 – August 26, 2017)**

**Virtual Office Hours:**

# The professor can be reached anytime by e-mail or phone.

**Campus Security Numbers:** Office (270-789-5555, Cell 270-403-3611)

 **Empowerment of Learning**



**Required text:**

Jones, V. and Jones, L. (2016). *Comprehensive classroom management: creating*

*communities of support and solving problems. 11th ed.* Upper Saddle River, NJ: Pearson Education, Inc.

**Course Description:**

This course will assist the candidate teachers in developing research-based strategies for creating and managing a classroom environment that maximizes student learning and prevents potential problems. Topics for in-depth study include: effective schools research; teacher behavior and management techniques; discipline theories; conferencing and referrals; observation, reporting and communication skills. Candidates will observe, record and analyze both teacher and student behaviors as they relate to the instructional program and learning environment during the required eighteen (18) Field/Service Learning Hours. A research paper will require the candidate to exam classroom management models which will focus on the following disabilities: EBD, LD, MMD, and ASD.

 Mission Statements/Vision

The Campbellsville University Mission Focus on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on Scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate:

 Knowledge Skills

 Caring Dispositions, including respect for diversity

 Commitment to life-long learning in a global society

 Characteristics of servant leadership

The objectives of this course align with the mission of the university and the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

Methods of Instruction

The instructional methods will include:

* Online learning lessons
* Individual consultation with instructor
* Online discussion
* Discussion thread messages
* Teamwork

**Purpose of Course**

The purpose of this course is to assist students in developing and utilizing effective classroom management strategies. Students will have the opportunity to observe and analyze student behaviors in the learning environment.

##  Course Objectives with Student Learning Outcomes

As a result of experiences in this course, each class member will be able to demonstrate the ability to:

1. Create and maintain a classroom climate that supports learning and appropriate student behavior.
2. Organize classroom furniture, supplies, materials, technology, and equipment to create an environment that supports learning.
3. Establish and maintain high expectations for mutually respectful classroom interactions by enforcing rules, routines, procedures, and standards in a consistent, fair, positive, private manner without harsh, negative language.
4. Motivate, encourage, and support the learning process by using individual and group inquiry, open ended tasks, approaches that provide learner opportunity for discovery, and appropriate grouping patterns. Use classroom management techniques that foster self-control and self-discipline.
5. Plan, design, and implement instruction that reflects effective instructional management principles.
6. Propose learning experiences that challenge, motivate, and actively involve the learners and include learning opportunities for multiple intelligences.
7. Show flexibility and ability to appropriately modify classroom processes and

 instructional procedures.

1. Make efficient use of physical and human resources and time by providing

 clear and concise directions and instructions; securing attention; and handling

 classroom routines, materials, media, and technology, in an efficient manner.

 9. Facilitate physical transitions effectively, avoid digressions, and handle

 disruptions without losing focus.

 10. Manage student work and assess student learning results.

 11. Use multiple assessments and sources of data including a range of assessment

 activities such as observation; interview; log or journal, guided, collaborative,

 or independent practice; tests or quizzes; projects, or performance tasks.

12. Systematically collect and maintain up to date records of students progress

 using detailed record keeping systems such as a grade book, checklist, rating

 scales, counting/coding systems, anecdotal records, and rubrics/scoring

 guides.

1. Promote student self-assessment by clearly explaining criteria or rubrics to

 provide opportunities for students to apply them to their own work.

1. Manage problem behaviors and show sensitivity to individual differences.

15. Act quickly and positively to stop behavior in the least disruptive manner.

1. Respond to students in a consistently sensitive and caring manner regardless

 of cultural/individual backgrounds and/or learning styles.

1. Use effective communication and collaboration with

 parents/colleagues/administrators to enhance student learning.

1. Identify and document situations that can potentially impact student learning.
2. Effectively communicate learning results and gain parental support.
3. Communicate high expectations and challenge students in a positive and

 supportive manner by providing verbal and nonverbal cues to students and

 projecting genuine enthusiasm and interest in the topic and students.

1. Use effective communication strategies such as eye contact and body

 language in providing feedback to each student.

1. Provide students continuous feedback on progress toward outcomes and

 expectations by giving individual and group praise for effort/perseverance

 throughout the lesson.

1. Accurately communicate the skills and core concepts related to certified

 academic areas by providing sufficient demonstration and practice.

1. Reflect on the effectiveness of instruction and management strategies on

 student learning.

1. Determine the impact of actions on individuals and the class as a whole and

 make appropriate changes to improve student learning.

1. Use computers and other technologies to enhance professional productivity

 and support instruction.

Alignment with Curricular Guidelines and National Standards:

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

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) PROFESSIONAL STANDARDS

addressed in this course.

Diversity Proficiencies

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students.

KTS 3.3 Values and supports student diversity and addresses individual needs.

KTS 4.2 Implements instruction based on diverse student needs & 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 where learning could be enhanced by collaboration.

Specialized Professional Association (SPA) Standards

 (i.e. early childhood, special education, school counselors)

**Council of Exceptional Children Standard**

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 Common Core Standards and College Readiness Standards**

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

**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

 InTASC 8 Instructional Strategies

 InTASC 9 Progessional Learning and Ethical Practice

 InTASC 10 Leadership and Collaboration

**International Literacy Association (ILA)**

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 4 Program Impact

 Standard 5 Provider Quality Assurance and Continuous

improvement.

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with** **Assessment** **(point values)** | **Kentucky****Teacher**Standard**(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology****(Yes or No)** | **Council****Of** **Exceptional****Children****Standards** | **CAEP** |
| Exam250 ptsObj: 4,5,6,7,8,10,11,16,18,20,22, 24,26  | KTS 1,2,5,6 | 1.25.46.3 | 4 | 3,4,5 | Yes | 1,3,5,6 | 1 |
| Clinical/Field Hours100 pts.Obj: 6,8,9,10,1314,15,16,20,21,22,23,26 | KTS 1,2,3,4,5,6,7,8,10 | 2.2,2.43.34.26.38.1 | 2,3,4,5,7,8,9,10 | 1,2,4,5,6 | Yes |  | 1, 2 |
| Classroom ManagementPlan200 ptsObj: 1,2,3,4,5,6,7,8,9,14,15,16,18,20,21,22,24,25 | KTS1,2,3,4,5,7,9 | 1.22.23.34.26.3 | 1,2,3,4,5,7,8,9 | 1,4,5,6 | Yes | 1,2,3,5,6,7 | 1 |
| Interview Project100 ptsObj: 17, 24 | KTS1,2,3,4,5,6,7,9 | 2.43.34.25.4 | 1,5,9 | 3,4,5,6 | Yes | 1,5,6,7 | 2 |
| PowerPoint Presentation100 ptsObj: 1,2,3,4,5,6,7,8,9,14,15,16,18,20,21,22,24,25 | KTS1,2,3,4,5,7,9 | 1.22.23.33.44.26.3 | 1,2,4,5,7,8,9 | 1,4,5,6 | Yes | 1,2,3,5,6,7 | 1 |
| Discussion Forums70 ptsObj: 1,3,4,6,8,9,14,15,16,17,19,20,21,22,25 | KTS6,7,8,9 | 1.22.22.43.34.25.4 | 1,2,3,4,5,6,9,10 | 1-6 | Yes | 1-7 | 1 |
| Activities80 ptsObj: 1,3,4,7,8,9,14,15,17,19,20 | KTS1,2,3,4,5,6,7,9 | 1.23.35.4 | 1,2,4,5,6,9 | 1,3,4,5 | Yes | 1,3,4,5,6 | 1 |
| Professional Growth Plan25 ptsObj: 1-26 | KTS5,7,9 | 3.35.4 | 6,9,10 | 3,4 | Yes | 4,6 |  |
| Class Attendance/Participation80 ptsObj: 1-26 | KTS6,7,8,9 |  | 1,2,3 | 1,4,5 |  | 3,6,7 | 1,4 |

**EVALUATION Process and expectations:**

* Class Attendance and Participation (KTS 6, 7, 8, 9) (InTASC 1, 2, 3)

Class attendance will be checked. Two unexcused absences ( at instructors discretion ) results in an automatic “F” for the course. Please notify the instructor by phone 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 (reflective writing assignments). Students must contribute to class discussion questions. Each of the 8 class/chat sessions will represent 10 points. Attendance and participation in all of the scheduled chats will result in a total of 80 points earned for this course.

Course Assignments/Assessments

* **Clinical/Field Hours (KTS 1, 2, 3, 4, 5, 7, 8,10) (Diversity 2.2,2.4,3.3, 4.2,6.3,8.1) (InTASC 2,3,4,5,7,8,9,10) (ILA 1,2,4,5,6) (CAEP 1,2)**

Students will participate in **eighteen (18) hours** of field experience ( Six hours elementary level, Six hours middle school level and Six hours high school level). Field experiences provides a variety of opportunities to: (1) observe, (2) assist, (3) tutor, (4) instruct (small groups, whole groups), and (5) conduct applied research. The defining characteristic of field experience is experience with students, in classrooms other than your own.(1) Observation and (2) assist cannot be within your own classroom. Use artificial names when you write about learners and teachers to keep confidentially. See the field hour requirement document for details (located on the University web page). Logs must be kept of the field experience. The original must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit. Use the Guiding Questions for Reflection that are found on page two (2) of the Field Hours Log. Students must present a phone number for the teacher(s) in the classroom they observe.

**KFETS – Field Tracking System**

**Kentucky Field Experience Tracking System (KFETS)**

 KFETS is a tracking system for field hours set by the KY Education Professional

 Standards Board. Students will complete the current paper forms as in the past;

 2014 – 15 forms are located on the SOE web page www.campbellsville.edu/mase.

 In addition students will now log in to their EPBS account and log in their field

 hours; by course, by hour, by district, by school, by teacher, by period. The link

 for EPSB is www.epsb.ky.gov. I have already created the required information for

 all MASE courses in KFETS so nothing is required of you at this time. You will

 need to ask your students to complete this task before the end of each 8 – week

 session. To help the students, there is a tutorial on the EPSB site. As always,

 please encourage your students to call this office for help.

 **Clinical/Field Hours: 18** Hours (minimum)

 Clinical hours must be entered into Kentucky Field Experience Tracking System (KFETS) prior to the due date set by the course.

Candidates teaching on a Temporary Provisional Certificate will not be asked to complete the required 18 hours nor enter the hours in KFETS. However, candidates will complete clinical hours tied to specific course assessments/assignment; but may not be required to complete the total hours set for the course. Also, candidates will be allowed to complete clinical experiences in their own classroom if teaching on a Temporary Provisional Certificate. A candidate teaching in a long term substitute teaching position will be required to complete all clinical hours set for the course.

Classroom Management Plan (KTS 1,2, 3, 4, 5,7, 9) (Diversity 1.2, 2.2, 3.3, 4.2, 6.3) (InTASC 1,2,3,4,5,7,8,9) (ILA 1,4,5,6) (CEC 1,2,3,5,6,7) (CAEP 1)

* Students will develop a plan for creating a positive, supportive, and equitable learning environment that accommodates and celebrates diversity and individual learning needs and styles based on current research and theory in the field of educational psychology and behavior management. Students will follow the classroom management objectives and format found at the top section of the course page under Classroom Management Scoring Guide.
* Interview Project (KTS 1, 2, 3, 4, 5, 6, 7, 9) (Diversity 2.4, 3.3, 4.2, 5.4) (InTASC 1,5,9) (ILA 3-6) (CEC 1,5,6,7) (CAEP 2)

 The student will conduct a teacher interview, using the interview guide provided by the professor. The teacher selected for the interview. must be working with EBD students.

* Exams (KTS 1,2, 5,6) (Diversity 1.2,5.4,6.3) (InTASC 4) (ILA 3,4,5) (CEC 1,3,5,6) (CAEP 1)

Students will take exams from the weekly required readings. The exams will consist of five questions per chapter.

* PowerPoint Presentation (KTS 1,2,3,4,5,7,9) (Diversity 1.2, 2.2, 3.3, 4.2, 6.3) (InTASC 1,2,3,4,5,7,8,9) (ILA 1,4,5,6) (CEC 1,2,3,5,6,7) (CAEP 1)

Students will create a power point document based on their classroom management plan.

 \*Activities (KTS 1,2,3,4,5,6,7,9) (Diversity 1.2, 3.3, 5.4) (InTASC 1,2,4,5,6,

 9) (ILA 1,3,4,5) (CEC 1,3,4,5,6) (CAEP 1)

 Students will complete weekly activities as posted by the professor.

\*Discussion Forums (KTS 6, 7, 8, 9) (Diversity 1.2, 2.2, 2.4, 3.3, 4.2, 5.4)

 (InTASC 1,2,3,4,5,6,9,10) (ILA 1-6) (CEC 1-7) (CAEP 1)

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.

Professional Growth Plan (KTS 5,7,9) (Diversity 3.3, 5.4) (InTASC 6,9,10) (ILA 3,4) (CEC 4,6)

Students will revise their Source of Evidence PGP. The original Source of Evidence PGP, KTS Self-Assessment, and the revised documents are to be submitted to the instructor. For students who are teaching, you may submit the PGP that you have on file with your district.

Grading System: Points

 Classroom Participation 80

 Activities 80

 Field Summary/Reflections 100

 Classroom Management Plan 200

 Interview 100

 Discussion Board Questions 70 (10 points X 7 DQ’S)

 Exams (50 questions X 5 points) 250 PowerPoint Presentation 100

 Professional Growth Plan (Revised) 25

 Total 1005

A five (5) point reduction per calendar day in the score received will be given for each day an assignment is late. 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 602 and date. If an assignment does not contain a cover page, a five (5) point deduction in the score will be received.

Course Grading Scale

93 - 100% = A

86 - 92% = B

79 - 85% = C

72 - 78% = D

Below 72 = F

Incomplete Policy

*In accordance with Special Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with justifiable cause, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form.  This form can be obtained by contacting the Special Education Program Office. It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.*

*If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 8 weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.*

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

“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 with the student would fail the course and a WA would be recorded.

**Plagiarism Statement**

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.

Technical Support and Assistance

Students are required to have a computer, 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.

Disability Statement

*Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.*

Title IX

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

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/titleIX

twwvanmeter@campbellsville.edu twvanmeter@campbellsville.edu

#### References

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