

EDU 360 – Behavior and Classroom Management Core	
Instructor: Erica Cutright	E-mail: erica.cutright@wku.edu
Instructor's Office Hours: By Appointment via Zoom	

**\*Note: This document and other class related materials are available at <https://blackboard.wku.edu>.**

#### **Course Description:**

This course provides an introduction to the concepts, theories, and principles of student behavior and classroom management for professionals in P-12 settings.

#### **Prerequisites:**

EDU 250

#### **Major Course Topics (as they pertain to literacy):**

This course provides the foundational knowledge for teacher candidates on the role of behavior at any grade level within a school setting. Teacher candidates will learn how to assess the classroom environment and specific student behaviors within. Through the use of classroom management strategies, teacher candidates will apply evidence-based interventions to decrease problem behaviors and increase prosocial behaviors that will serve to improve student academic outcomes and classroom success. The course will be appropriate for varied majors within the School of Teacher Education.

- 1) The effects of Classroom environment on student behavior
  - a) Classroom setup
  - b) Rules, routines, procedures
  - c) Teacher influence
  - d) Peer influence
- 2) The effects of outside influences on students' behavior
  - a) Student characteristics
  - b) Cultural perspective
  - c) Societal issues
- 3) Conditions under which behavior occurs
  - a) How to define behavior
  - b) Antecedents (what occurs immediately prior to the behavior)
  - c) Consequences (what occurs immediately after the behavior)
- 4) Multi-tiered systems of support for behavior (e.g. behavioral RTI [Response to Intervention], PBIS [Positive Behavior Intervention Support])
  - a) School level (Tier 1)
  - b) Classroom level (Tier 2)
  - c) Individual level (Tier 3)
  - d) Role of professional in each level/tier
- 5) Classroom management Strategies
  - a) Preventative strategies
  - b) Reactive strategies
- 6) Functions of Behavior
  - a) Function-based Interventions

### **Course Objectives/Student Learning Outcomes:**

Students should be able to:

1. Analyze how the classroom environment affects students' behavior in school settings.
2. Explain how factors outside the classroom affect students' behavior.
3. Describe behavior and identify the conditions under which they occur (antecedent, behavior, and consequences of behavior).
4. Explain a tiered system of school and classroom behavioral intervention and identify each professional's role within this system
5. Summarize and apply preventative classroom management strategies to reduce problem behavior and improve prosocial behavior
6. Summarize and apply reactive classroom management strategies to reduce problem behavior and improve prosocial behavior
7. Identify the functions of behavior and compare and contrast the benefits or drawbacks of individualized function-based interventions

### **Description of Course Assessments:**

#### **Professionalism**

One of the most important aspects of becoming a teacher is learning appropriate professional behavior. Professionalism is expected in both the college classroom and your field experience classroom.

You will be able to receive points for professionalism each week of classes and based upon reports from your field assignments. Points are earned by:

- 1) Bringing assigned materials to class,
- 2) Arriving to class on time and remaining in class the entire time,
- 3) Refraining from using cell phones for calls and/or texts; cell phones must be turned off during class meetings (including in your field site),
- 4) Participating in class/small group discussions,
- 5) Treating both classmates and professor in a respectful manner in classroom discussions, meetings, and emails.
- 6) Completing homework assignments as required.

#### **Autobiographical Experience (20 points)**

- In approximately 2-3 pages, describe one positive and one negative behavior experience. Evaluate how the classroom climate influenced your learning in these settings, and answer the question: What does that mean for you as a teacher?
- Turn into Blackboard

#### **ABC Assignment (10 points)**

Choose three problem behaviors to look for and do the following:

1. Operationally define the problem behaviors (2 points)
  - a. Make sure they are observable and measurable
  - b. Make sure they are concise and complete
  - c. Would a third part agree with the behavior?
2. Create a table of the antecedent-behavior-consequence for each of the identified behaviors. (6 points)
3. Identify one tier one intervention this teacher could use to address the problem behavior and explain why you think it will help. (2 points)

#### **SAFMEDS (30 points)**

- You will need to say 7, 10, 12 in one minute.
- Dates for each check-out will be posted in the announcements of blackboard.

#### **Intensive Intervention (10 points)**

- Use the National Center for Intensive Intervention to choose a tier 2 or a tier 3 interventions. Dive into the intervention. You can use the information given to you through the website and/or use outside sources. Once you have chosen what you are interested in, do the following:
  - Identify the intervention you chose (1 pt)

- What are the components (2 pts)
- Why did you choose this intervention (2 pts)?
- In one paragraph, identify how you would use this intervention in your classroom (5 points)

#### Function Assignment (10 points)

- Review a behavioral matrix and evaluate the function of behavior and justify your decision in 2-4 sentences (10 pts).

#### Final Observation Reflection (30 points)

- Write a 3-4 page paper about your observation.
  - First describe the contexts of your observation(s) (2 pts)
  - Answer these questions about school environment:
    - What are your observations of how behavior is depicted in the halls and walls of the school? (2 pts)
    - Are there posters of school rules? (2 pts)
    - Are star students highlighted? (2 pts)
    - Is there any discrepancy between what you see in the halls and what you see in the classroom? How do you think this may impact behavior? (4 pts)
  - Answer these questions about behavioral strategies:
    - What three behavioral strategies did your teacher use that seemed the most effective? (Define and briefly describe; 10 pts)
    - What behavior strategy did your teacher use that did not seem effective? (Define and briefly describe; 5 pts)
    - If you were the teacher of the class, what one behavioral strategy would you have used? (Define and briefly describe; 5 pts)

#### Final Classroom Management System (50 points)

- Develop a classroom management system for your future classroom
  - Classroom rules and expectations
  - Strategies to improve engagement
  - Encouraging positive behavior
  - Correcting Problem Behavior
  - Function and Three-term contingency

#### Course Grading and Evaluation:

Please find the course schedule as posted on Blackboard

Assessment Name	Point Value
Autobiographical Experience	20
Antecedent-Behavior-Consequence Assignment	10
SAFMEDS	30
Midterm	50

Function Assignment	10
Intensive Intervention Assignment	10
Classroom Management Project	50
Field Hours Assignment	30
<b>Total Points</b>	<b>210</b>

The following represents the grade equivalent for accumulated points and percentage expectations:

**Grading Scale:**

Grading Scale	
Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	≤69%

**Attendance and Participation Policy:**

Attendance is encouraged as the information covered in this course is unique and specifically designed and delivered to students in class.

**Student Disability Services:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Sexual Misconduct/Assault Policy:**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

Discrimination and Harassment Policy (#0.2040) at [https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

*Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.*

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and **MUST** report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:  
<https://www.wku.edu/sarc/>

#### **Statement of Diversity:**

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets “he/him” or “she/her,” there is a growing population who prefer “they/them” pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student’s chosen names and pronouns will be respected at all times in the classroom.

#### **Pregnant or Parenting Students:**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU’s Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU’s Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

#### **Plagiarism:**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be the student’s own. One must give any author credit for source material borrowed from another. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

**Kentucky Teacher Performance Standards:** [\(Link to the CORE Alignment of KTPS Standards\)](#) [\(Link to the ELED Alignment of KTPS standards and all 174 indicators\)](#)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

NOTE INDICATORS in each cell below:

[illegible]

<b>Standard 7. Planning for Instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	X	X		X	X		X	X	X	X	X	X	X	X	X
<b>Standard 8. Instructional strategies:</b> The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Standard 9. Professional learning and ethical practice:</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>Standard 10. Leadership and collaboration:</b> The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.	X	X		X	X		X	X	X	X	X	X	X	X	X

**Student Learning Outcomes:**

School of Teacher Education Student Learning Outcomes								
Graduates of the WKU School of Teacher Education Initial Preparation Programs are able to:								
Courses	1. Demonstrate content knowledge in the academic disciplines	2. Apply the foundational principles of learning and teaching	3. Exhibit teaching competence in a clinical environment	4. Select, administer, and analyze results of formative and summative assessments	5. Identify, evaluate, and implement individualized instruction	6. Apply content knowledge, pedagogical skills, and technology to instructional practice	7. Identify, evaluate, and implement literacy practices	8. Display the dispositions of a professional educator
<a href="#">EDU 250</a>		I (assess)		I	I	I	I	I
<a href="#">EDU 260</a>		I		R (assess)	I	I (assess)	I	I

<a href="#">PSY 310</a>		I (assess)					I	I
<a href="#">EDU 350</a>		I		R/D	R (assess)	R	I (assess)	I (assess)
<a href="#">EDU 360</a>		I (assess)		R/D	R	R	R	R
<a href="#">ELED 345</a>		R (assess)	I	R		R (assess)	R	R
<a href="#">LTCY 320</a>				R	R		R (assess)	
<a href="#">SPED 335</a>		R						
<a href="#">SPED 340/ ELED 365</a>	I	I	I	R	I	R (Assess)	R	R
<a href="#">ELED 407</a>	R (assess)		R	R		R (assess)	R	
<a href="#">LTCY 420</a>				D	D		D	
<a href="#">SPED 350</a>				D (assess)				
<a href="#">ELED 405</a>	R	D	D	D (assess)		R	R	
<a href="#">ELED 406</a>	R (assess)	R	D	R		R (assess)	R	R
<a href="#">ELED 465/ SPED 480</a>	R	D	D (assess)	D	D (assess)	R	R	
<a href="#">SPED 425</a>	D (assess)	D			D	D (assess)	D (assess)	
<a href="#">SPED 345</a>	D	D	D		D	D	D	
<a href="#">SPED 400</a>		D (assess)						D
<a href="#">SPED 346</a>	D	D			D	D	D	D (assess)
<a href="#">EDU 489</a>	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)
<a href="#">ELED 490</a>	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)	M:assess (TWS)

I - Initial, R-Reinforced, D-Demonstrated, M-Mastered

#### Major Course Assessments Aligned with Standards:

Major Course Assessments	Course Objectives	SPA Standard(s): CEC	<a href="#">KY Teacher Performance Standards/INTASC</a> to CORE <a href="#">KTPS alignment to ELED Program</a>	Overall Core Program Student Learning Outcomes (number)
--------------------------	-------------------	----------------------	---	---



Clinical Experiences and Assessments				
Title: Field Hours Assignment <input type="checkbox"/> Clinical; __15__ hours	1,2, 5			2

**ADDITIONAL COURSE INFORMATION AND EXPERIENCE RELATED TO EDUCATION PREPARATION  
(EPSB Program Level Requirements)**

**Course Required P-12 Classroom Observation or Clinical Experiences and Assessments:**

Total Number of Hours: minimum of 40	
EPSB Required Candidate Experience Types - 16 KAR 5:040 Section 5(3)	
a. Engagement with diverse populations of students which include:	
1. Students from a minimum of two (2) different ethnic or cultural groups of which the candidate would not be considered a member;	X
2. English language learners;	X
3. Students with disabilities; and	X
4. Students from the following grade levels:	
• Elementary	X
• Middle School	X
• Secondary	X
b. Observation in schools and related agencies, including:	
1. Family Resource Centers; or 2. Youth Service Centers	
c. Student tutoring	
d. Interaction with families of students;	
e. Attendance at school board and school-based council meetings;	
f. Participation in a school-based professional learning community; and	
g. Opportunities to assist teachers or other school professionals.	X

**Course Assessments Related to Standards:**

- [The Kentucky Academic Standards \(KAS\)](#)
- [The Kentucky P-12 Curriculum Framework](#)
- [P-12 Assessment System to Guide Instruction](#)

expectations of EPSB:

**Course Assessment Serving as Education Preparation Program "Key Assessments" aligned to CAEP Accreditation: N/A for EDU 360**

CAEP Key Assessment Areas	Assessment and Description
Assessment #1: Content Assessment	
Assessment #2: Other Assessment of Content Knowledge	
Assessment #3: Assessment of Professional Capabilities	
Assessment #4: Clinical Experiences Measure of Teaching Proficiency	
Assessment #5: Measure of Candidate Assessment Proficiencies	
Assessment #6: Candidate ability to diagnose and prescribe for personalized Student Learning	
Assessment #7: Application of Content Knowledge and Pedagogical Skills (Instructional Practice)	
Assessment #8: Assessment of Literacy Outcomes	
Assessment #9: Dispositions	
Assessment #10: Exit Survey	



Name \_\_\_\_\_ Date of Observation \_\_\_\_\_

Ages/Grades of Students \_\_\_\_\_ #Number of Students in Class \_\_\_\_\_

# of Students having IEP/504 \_\_\_\_\_ # of Gifted Students \_\_\_\_\_ # of Students having LEP \_\_\_\_\_

Lesson Title: \_\_\_\_\_

**1. Context: Describe the Students for which this Lesson is Designed**

Identify your students' backgrounds, special needs, cultural differences, interests, and language proficiencies. *Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students' interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, economic diversity in class.*

**2. Learning Target(s)/Objectives** *Provide 1-2 learning targets/objectives and 1-2 connected Kentucky Early Childhood Standards and Benchmarks for each component listed in this section.*

- Previous lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
- Current lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)
- Next lesson's learning target(s)/objective(s); connect each target/objective to the appropriate state curriculum/content area standard(s) and benchmark(s) AND to the appropriate NCTM, NGSS or NAAEE standard(s)

**3. Students' Baseline Knowledge and Skills**

Describe and include the pre-assessment(s), including the developmental continuum used to establish students' baseline knowledge and skills for this lesson.

**4. Formative Assessment**

Describe and include the formative assessment(s) and developmental continuum(s) to be used to measure student performance during this lesson. *The formative assessment(s) and developmental continuum(s) should be directly connected to the current learning target/objective. The description should include the method used for collecting data.*

**5. Resources**

Identify the resources and assistance available to support your instruction and facilitate students' learning. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role.

**6. Lesson Procedures**

Describe the sequence of strategies/activities and/or assessments will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. *Components of this section should include: 1. Connection to prior learning, 2. Frontloading of expected learning/outcomes, 3. Introduction of new materials or new ways of using materials, 4. Step by step instructions on lesson implementation, 5. The role of other adults involved in the lesson, 6. Scaffolded and/or differentiated instruction to meet the needs, interests and abilities of all students, 7. Detailed script of teacher talk and questioning embedded throughout the procedures, 8. Plan for providing feedback to students, 9. Closure of what took place, what was learned and next steps to connect to next lesson's learning.*

**7. Reference**

Identify the evidenced based resource(s) this activity was retrieved from using APA format.

**8. Watch for -----**

Identify anything that you would like specifically observed during this lesson. *What area(s) are you seeking specific feedback on for teacher performance as to improve student outcomes? (i.e. including all students, engaging students, promoting higher order thinking, higher level questioning, collecting assessment data, managing transitions, connecting to prior learning, etc.)*