

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

**Please submit the typed original with all required signatures to the Graduate Council**  
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Strategies for Creating a Positive Learning Environment

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation:

S	t	r	a	t		f	o	r		C	r	e	a	t	i	n	g		a		P	s		L	n		E	n	v
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Faculty member(s) who  
are creating the course: Education Department

Contact Person: Brenda L. Plante

Graduate Program Proposing Change: OAP C & T

Course Description:

Best practices in classroom management that support positive student behavior are addressed. The course presents strategies such as organizing time, materials, and space as well as activators, summarizers and transitions for smooth classroom operation and effective instruction. Students will be prepared to understand underlying causes of challenging behaviors and consider appropriate interventions. Federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ELL students will be presented. This course involves embedded experiential (field-based) learning components.

Rationale for Offering the Course:

This course is being offered as one of the prescribed courses in the Online/Accelerated Curriculum and Teaching M.Ed. Program to address the critical component of effective teaching in creating a safe and positive learning environment for all students. Regardless of the state in which one is teaching a standard for effective teaching addresses positive learning environments. MA - Teaching All Students: Promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency, CT - Domain 2. Classroom Environment, Student Engagement and Commitment to Learning: Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community; NY - Standard IV: Learning Environment - Element IV.1 - Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.



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Is there a similar undergraduate course? ☐ Yes ☒ No If so, how does this graduate course differ?

Discipline Prefix: EDUC If more than one provide rationale:

Credits: 3 Brief rationale for level choice:  
Level: ☒ 7000 ☐ 8000 ☐ 9000

Additional Requirements: Laboratory Hours: \_\_\_\_\_ Pre-Practicum Hours: \_\_\_\_\_ Practicum Hours: \_\_\_\_\_  
Fieldwork Hours: \_\_\_\_\_ Other (specify): Embedded experiential components

Prerequisite course(s) if any: \_\_\_\_\_

This course will be: ☒ a Required Course ☐ an Elective Special/Note: \_\_\_\_\_

Course is a replacement for (Course Number/Name): EDUC 7124 Creating a Positive Learning Environment

Has the course been offered previously as a "Topics" course? ☐ Yes ☒ No

If yes, How often? \_\_\_\_\_

What is the Expected Average Enrollment?: 30

Which semester will this course first be offered?: Fall 2018 How often thereafter to be offered?: Yearly

Does this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.

Is this an Extended Campus course? ☐ Yes ☒ No

**GRADUATE COUNCIL  
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Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached[Print Form](#)☒ Reviewed by Dean: Dr. Bruno Hicks**Required Signatures—Graduate and Continuing Education New Course Approval**Course Developer: *Byranda B. Plante* Date: *4/6/18*Department Chair: *Nancy L. Murray* Date: *3/23/18*Graduate Council Chair: *Renée M. Scapparone* Date: *4/3/18*  
(Indicates Graduate Council approval)President: *Michael S. Lapides* Date: *5/5/18*

## **FITCHBURG STATE UNIVERSITY**

### **Curriculum and Teaching - Non-Licensure, Online Accelerated M.Ed. Program Comprehensive Syllabus**

(Instructor will add in formats of their choosing for discussions, small group sharing, journaling, etc.)

**EDUC 7XXX**

**Strategies for Creating a Positive Learning Environment  
(3 Credits)**

**Instructor:** TBD  
**Office Hours:** TBD  
**Contact Information:** TBD

#### **Catalog Course Description:**

Best practices in classroom management that support positive student behavior are addressed. The course presents strategies such as organizing time, materials, and space as well as activators, summarizers and transitions for smooth classroom operation and effective instruction. Students will be prepared to understand underlying causes of challenging behaviors and consider appropriate interventions. Federal and state laws as they pertain to the legal procedures for all teachers, including teachers of students with disabilities and ELL students, will be presented. This course involves embedded experiential components.

#### **Texts:**

Emmer, E.T. & Evertsen, C.M. (2016). Classroom management for middle and high school teachers (10th Edition). Upper Saddle River, New Jersey: Pearson.  
A text needs to be selected that is appropriate for Pre-K through grade 12

Fitchburg State University Educator Preparation Programs. (2003-2016). *Conceptual framework*. Fitchburg, MA: Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>

Additional readings are listed under the topical outline section.



### Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledgeable:** As a result of the learning experiences in the course, the student will become more cognizant of:

- School reform movements and their impact on education.
- Relevant underlying theories that are drawn upon by exemplary administrators.
- Cutting-edge, effective, and pervasive approaches for the development, delivery and assessment of curriculum.
- What action plans are and how they are developed.

**Skillful:** As a result of the learning experiences in the course, the student will be able to:

- Influence the larger political, social, economic and cultural context.
- Develop and apply curriculum plans.
- Identify technology, telecommunications, and information system solutions to enrich operations, curriculum, and instruction.
- Evaluate current research in educational administration.
- Find ways to integrate theory into practice where appropriate.

**Caring:** As a result of the learning experiences in the course, the student will be able to:

- Collaborate respectfully with colleagues and the school community as a whole.
- Address the needs and concerns of colleagues.
- Address discrimination based on disability, gender, race, religion, sexual preference, socio-economic status, and so on both within the classroom and other school settings.

**Ethical:** As a result of the learning experiences in the course, the student will be able to:

- Apply their knowledge of federal and state constitutional, statutory, and regulatory provisions and judicial decisions governing education.
- Adhere to statements of ethics, such as those presented by the NASSP.

**Educator as Reflective Leader:** As a result of the learning experiences in the course, the student will further develop her/his capacity to collaborate with colleagues to reflect on research and data to improve school culture, curriculum, instruction, and assessment, as well as reflect on data from observations to identify best practices.

This course requires **embedded experiential components** in order to complete assignments. These components will develop student knowledge, skills, and dispositions. (See Course Requirements section of the syllabus for details.)

**Course Objectives:**

The course objectives listed below are organized according to the Conceptual Framework in the following way(s):

**Knowledge: As a result of the learning experiences in this course, you will become more cognizant of:**

How students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, moral and physical areas;

The components of a positive classroom climate including interactions, routines and physical environments that facilitate student success;

Addressing the academic and non-academic needs of all learners in the classroom;

How school personnel create inclusive schools in which all learners are active participants in the total school community, and how school personnel engage families and community partners;

Basic assumptions of Positive Behavior Supports (PBS);

A functional perspective of behavior change in the school environment (principles of functional behavior assessment);

Evidence-based effective instructional, curricular and assessment practices for supporting students with challenging behaviors; and

Cultural factors that may impact or influence behavior.

**Skillful: As a result of the learning experiences in the course, you will become better able to:**

Create and maintain safe and supportive learning environments that promote the healthy development of all students, and create dynamic environments that celebrate and incorporate the diversity found within student populations;

Create developmentally responsive learning environments that allow all students to achieve high standards;

Collaborate with colleagues, family members, and others to increase motivation to learn among all students, emphasizing intrinsic and extrinsic student motivation by establishing productive learning environments for all students;

Design a learning environment that is safe and responsive for all members of the classroom, including those with and without disabilities and those who are English language learners;

Demonstrate an understanding of the interaction of classroom and school climate and student behavior(s) with particular focus on connections among curriculum, pedagogy, classroom routines and student behavior: lesson activators, transitions, and summarizers;

Deconstruct classroom events and other experiences, analyze how this information impacts student learning, and modify their teaching to reflect this new understanding;

Demonstrate an understanding of the components of Functional Behavioral Assessment (FBA), Behavior Intervention Plans (BIP); and effective School-wide Positive Behavior Support System (SWPBS);

Collect and analyze data and use it to make instructional decisions;

Articulate a rationale for the design of a particular behavior intervention strategy and/or behavior support plan;

Discuss strategies and approaches to facilitate self-management, enhance social skills and increase independence;

Analyze and reflect on the efficacy and ethical aspects of a behavioral intervention;

Use a systems approach to collect data on patterns of problem behaviors to plan for classroom and whole-school change;

Examine and apply evidence-based best practices for designing an effective classroom

**Caring: As a result of the learning experiences in the course, you will become more competent in your ability to:**

Demonstrate understanding of how students grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, moral and physical areas;

Build supportive and healthy relationships with students as a foundation for effective classroom management and successful student academic and social behavior;

Analyze and articulate the individual needs of students with challenging behaviors;

Understand patterns of problem behavior and work as a team during the problem-solving and decision-making process;

Foster independence in students with disabilities without compromising necessary supports; and

Enhance ways to partner with families and better appreciate their cultural orientations, unique perspectives and challenges they face.

**Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:**

Discuss strategies and approaches to facilitate self-management, enhance social skills and increase independence;

Analyze and reflect on the efficacy and ethical aspects of a behavioral intervention;

Use a systems approach to collect data on patterns of problem behaviors to plan for classroom and whole-school change;

Examine and apply evidence-based best practices for designing an effective classroom

**Reflective Leader: As a result of this learning experience, you will become a more reflective leader by:**

Examining and reflecting on your past experiences with children with behavioral challenges and identifying current beliefs and attitudes;

Reflecting on how your experiences in this class affect your previously held beliefs and attitudes concerning children with behavioral challenges; and

Reflecting on your experiences and observations in classrooms and schools, and considering how these experiences may influence your growth into a reflective leader who delivers and supports effective learning experiences for all children.

**Instructional Strategies:**

☒ Blackboard platform  
☒ Case Study Analysis  
☒ Collaborative Learning  
☒ Computer Application  
☒ Creating Visual Illustrations of Concepts  
☒ Data Collection and Analysis  
☒ Discovery  
☒ Discussion/Questioning  
☒ Independent Learning

☒ Independent Research  
Interviewing  
☒ Lecture/Presentation  
☒ Problem Finding/Solving  
☒ Reflective Response  
Role Playing/Simulation  
☒ Viewing or Listening and Discussion  
Other \_\_\_\_\_  
Other \_\_\_\_\_

**Course Requirements:**

**General Expectations**

*Professional Behavior* - You are expected to behave in a respectful and professional manner. This includes respectful on-line behavior. We will work collaboratively to develop a set of expected norms for our work together this semester.

*Self-Reflection* - For all assignments you will receive a grading rubric, which outlines expectations for the assignment. You should use this sheet to engage in self-evaluation and reflection on both the process of doing the assignment and the final product being submitted. You will receive a completed grading rubric for each assignment submitted. For most assignments you will also complete a Memo of Transmittal to facilitate self-reflection. The memo of transmittal is a required portion of your assignment. It tells me that you have reflected on your work, and therefore, have fully completed the assignment. The quality of the memo of transmittal, or the omission of a memo, will be reflected in your grade. If you neglect to submit a memo of transmittal, or you submit an incomplete memo, the grade/or your assignment will be reduced .5.

***Memo of Transmittal: The typed memo of transmittal must include the following information about the process of completing the assignment and the final product:***

- *what you feel especially satisfied with*
- *what you feel concerned about*
- *sections on which you would particularly like comments*

***Please feel free to use this memo of transmittal to tell me anything else about your assignment that you think is important and that would help me read it in a manner most beneficial to you.***

***Timely Submission of Assignments*** - All participants are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. You are expected to submit all assignments on the dates listed on the topical



outline. The only exceptions to this policy occur when: (1) a revised due date has been given to the entire class, OR (2) you request IN ADVANCE, and have received approval for a change in the due date. When an assignment is submitted late, and you have not received approval for a late submission, your grade for the assignment will be reduced by one point (out of 4) for each week it is late. Grades for assignments submitted within one week of the due date will be reduced proportionately.

### **Specific Assignments:**

#### **1. Analysis of School/Classroom Environment (15%)**

The purpose of this assignment is for you to explore the school-wide and classroom-based support policies and procedures that are in place at your school, which serve to support student behavior. You will describe the process (in 5-6 pages) for how your school/classroom supports the constructive behavior of all students.

- SCHOOL: At the school level, what are the policies and procedures in place for promoting a safe and responsive environment for all learners and responding to challenging behaviors (e.g., office referrals) or is this left up to individual teachers to implement? Has the school adopted a whole school plan for positive behavior support or some portions of such a plan? Are there clearly defined expectations for student behavior in target locations (e.g., hallways, cafeteria, dismissal) and plans for teaching and supporting student behavior (e.g., posted expectations, strategies for reinforcing expected behavior)?

- CLASSROOM: How is the classroom organized physically? How are materials organized? What process was used to develop classroom expectations (rules) and procedures? How are student adherence to these expectations and procedures taught and reinforced?

A grading rubric that outlines all specific requirements will be provided.

#### **2. Connections among curriculum, pedagogy, classroom routines and student behavior: lesson activators and summarizers (10%)**

We will review a variety of ways of transitioning students as well as analyze a series of lesson activators and summarizers. Candidates will research additional activators and summarizers through interviews with current teachers, article reviews, and using the internet. Each candidate will then put together their own list of favorites for their own use, and to share with their classmates.

#### **3. Case Study - Design a Behavior Support Plan for an Individual Student and Plan for Implementation (15%)**

Using case study data, participants will create a PBS plan for a specific student. Information identifying strategies to address the academic and non-academic needs of this student must be included. In describing your student, highlight specific demographic and/or relevant data such as age, disability, family information, strengths and weaknesses, schooling, and placement information. (Assume the instructor knows absolutely nothing about your student.) Participants are required to design and create an implementation plan that is geared to making the problem behavior irrelevant, inefficient and ineffective and to address quality of life issues. This plan will also incorporate appropriate and functional replacement behaviors. A rubric that outlines all specific requirements will be provided.

#### **4. Moving Forward: Creating an Environmental Positive Behavior Support (PBS) Plan (15%)**

Using the information and new knowledge obtained from previous assignments, readings, and online discussions, candidates will create a classroom PBS that focuses on creating a learning environment that is safe, developmentally appropriate and responsive for all members of the environment, including those with and without disabilities and English language learners (ELLs). The goal is to look ahead and describe a plan of action for the future with respect to implementing PBS strategies in addition to discussing what is already in place. A grading rubric that outlines all specific requirements will be provided.

#### **5. Choice Project (15%)**

This course addresses a very wide range of issues relevant to creating a positive learning environment in classrooms, preventing challenging behaviors, and supporting students who demonstrate challenging

behaviors. You are likely to be interested in some topics more than others. This assignment gives you the opportunity to delve into a topic of your choice, examine current research and best practices, and then create a PowerPoint and resources to educate your peers about this topic.

A grading rubric that outlines all specific requirements will be provided.

6. Preparation and Participation (10%)

You are a valued member of this class, and the learning experience of all class members is influenced by your level of preparation and class participation. During online discussions, you will be expected to relate course content to your own life experiences. The readings assigned for this course will provide all of us with a common frame of reference for our discussions. It is expected that you will read and be prepared to discuss each required reading for the assigned date. Your active participation will be reflected in your grade.

7. End of chapter application exercises and simulations (10%)

For selected chapters in the assigned text, you will complete the chapter application exercises and simulations as a way to demonstrate your mastery of the material that you are not addressing through other assignments.

8. Embedded experiential component (10%)

You are required to complete an embedded experiential component focusing on the topics and assignments addressed in this course.

## TOPICAL OUTLINE

	TOPICS	READING DUE	ASSIGNMENT DUE
Week 1	<p>Overview of Course Expectations</p> <p>Introduction to creating a successful classroom environment</p> <p>Analyzing the school and classroom environment</p>	<p>Emmer &amp; Evertson:</p> <p>Ch. 1 Introduction to Classroom Management,</p> <p>Ch. 2 Building Supportive and Healthy Classroom Relationships,</p> <p>Ch. 3 Organizing Your Classroom and Materials, and</p> <p>Ch. 10 Communication Skills for Teachers</p>	
Week 2	<p>Creating and maintaining a safe and efficient classroom</p>	<p>Emmer &amp; Evertson:</p> <p>Ch. 4 Classroom Rules and Procedures and</p> <p>Ch. 5 Managing Student Work</p>	Reflection
Week 3	<p>Connections among curriculum, pedagogy, and student behavior</p> <p>Review of Universal Design for Learning</p>	<p>Emmer &amp; Evertson:</p> <p>Ch. 7 Planning and Conducting Instruction</p>	Analysis of school/classroom environment
Week 4	<p>Special instructional strategies</p> <p>Discussion of candidate projects analyzing school and classroom environment</p>	<p>Emmer &amp; Evertson:</p> <p>Ch. 8 Managing Cooperative Learning Groups</p>	Reflection
Week 5	<p>Defining and measuring behavior</p> <p>Designing an Individual Behavior Support Plan</p> <p>Discussion of candidate work on activators and summarizers</p>	<p>Emmer &amp; Evertson:</p> <p>Ch. 10 Managing Problem Behavior</p> <p>Additional materials will be provided</p>	<p>Lesson activators and summarizers</p> <p>Reflection</p> <p>Case Study – Behavior Support Plan for an Individual Student and Implementation</p>

	TOPIC	READING DUE	ASSIGNMENT DUE
Week 6	Self-management strategies and student motivation	<p>Chafouleas, S. M., Hagermoser Sanetti, L. M., Jaffery, R., &amp; Fallon, L. M. (2012). An Evaluation of a Classwide Intervention Package Involving Self-Management and a Group Contingency on Classroom Behavior of Middle School Students. <i>Journal Of Behavioral Education</i>, 21(1), 34-57.</p> <p>Menzies, H.M., Lane, K.L., &amp; Lee, J.M. (Winter, 2009). Self-monitoring strategies for use in the classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders. <i>Beyond Behavior</i>, 27-35.</p>	Choice project
Week 7	Focus on School-Wide Positive Behavior Support	<p>Nocera, E. J., Whitbread, K. M., &amp; Nocera, G. P. (2014). Impact of School-Wide Positive Behavior Supports on Student Behavior in the Middle Grades. <i>RMLE Online: Research In Middle Level Education</i>, 37(8).</p> <p>Cramer, E. D., &amp; Bennett, K. D. (2015). Implementing Culturally Responsive Positive Behavior Interventions and Supports in Middle School Classrooms. <i>Middle School Journal</i>, 46(3), 18-24.</p> <p>Emmer &amp; Evertson: Ch. 9 Maintaining Appropriate Student Behavior Ch. 12 Managing Special Groups</p>	Creating an Environmental Positive Behavioral Support (PBS) Plan

### Assignment Distribution for Grading

Assignments	
Analysis of school/classroom environment	15%
Connections among curriculum, pedagogy, and student behavior lesson activators and summarizers	10%
Case Study - Behavior Support Plan for an individual student and plan for implementation	15%
Moving Forward: Creating an Environmental PBS Plan	15%
Choice Project	15%
Preparation and participation	10%
End of chapter application exercises and simulations	10%
Embedded field experience reflections	10%
<b>Total</b>	<b>100%</b>

### Graduate Grading System

4.0	95-100	A
3.7	92-94	A-
3.5	89 – 91	A-/B+
3.3	86 – 88	B+
3.0	83 – 85	B
2.7	80 – 82	B-
2.5	77 – 79	B-/C+
2.3	74 – 76	C+
2.0	71 – 73	C
0.0	0 – 70	F
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

### Extended Campus Students

Fitchburg State University encourages all Extended Campus students to take advantage of online student services. Created in a “virtual student center” just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at <http://www.fitchburgstate.edu/> and click on Offices and Services. Scroll down and click on Extended Campus Center.

### Distance Learning & Extended Campus Library Services & OneCard

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

### **Fitchburg State University Library Online Services**

Online Library Services may be accessed through the Fitchburg State University Homepage at [www.fsc.edu/library](http://www.fsc.edu/library). Students may access any of several full-text online databases. Passwords are available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

### **University Policies**

#### **Students with Disabilities**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the semester to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

#### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

#### **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

### **Instructor Policies:**

#### **Participation**

Participation in online class discussions and cooperative group activities is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. **Completion of assigned reading is imperative to your individual development as a professional.**

#### **Assignments**

- All assignments must be typed, doubled-spaced, and use APA format when appropriate.
- Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the student. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

**Please communicate with your instructor early in the semester if you are concerned about written assignments, so that he/she can assist you in getting the support you may need.**

## BIBLIOGRAPHY

### **Journal Articles & Books**

- Bambara, L. M. & Kern, L. (2005). *Individualized supports for students with problem behaviors: Designing positive behavior plans*. New York: Guilford Press.
- Caldarella, P., Shatzer, R. H., Gray, K. M., Young, K. R., & Young, E. L. (2011). The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes. *RMLE Online: Research In Middle Level Education*, 35(4), 1-14.
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- Conroy, M.A., Sutherland, K. S., Snyder, A., Al-Hendawi, M., & Vo, A. (Winter, 2009). Creating a positive classroom atmosphere: Teachers' use of effective praise and feedback. *Beyond Behavior*, 18-25.
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- Crone, D.A., Horner, R.H, & Hawken, L.S. (2010). *Responding to problem behavior in school: The behavior education program (2<sup>nd</sup> edition.)*. New York: Guildford Press.
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- Fallon, L. M., McCarthy, S. R., & Sanetti, L. H. (2014). School-Wide Positive Behavior Support (SWPBS) in the Classroom: Assessing Perceived Challenges to Consistent Implementation in Connecticut Schools. *Education and Treatment Of Children*, 37(1), 1-24.
- Jackson, L. & Panyan, M. V. (2002). *Positive behavioral support in the classroom: Principles and practices*. Baltimore: Paul H. Brookes.



- Kerr, M.M. & Nelson, C.M. (2010). *Strategies for Addressing Problem Behavior Problems in the Classroom*. 6<sup>th</sup> edition. Upper Saddle River, NJ: Pearson.
- Knoster, T. (2014). *The teacher's pocket guide for effective classroom management* (2<sup>nd</sup> ed.). Baltimore, MD: Paul H. Brookes.
- Menzies, H.M., Lane, K.L., & Lee, J.M. (Winter, 2009). Self-monitoring strategies for use in the classroom: A promising practice to support productive behavior for students with emotional or behavioral disorders. *Beyond Behavior*, 27-35.
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Websites & Organizations for information and technical assistance

Association for Middle Level Education <http://amle.org/>

Association for Positive Behavior Support: [www.apbsinternational.org](http://www.apbsinternational.org)

California Department of Education Positive Environments, Network of Trainers (PENT)  
<http://www.pent.ca.gov/index.htm>

Center for Effective Collaboration and Practice: <http://cecp.air.org>

National Center on Education, Disability, and Juvenile Justice: [www.edjj.org](http://www.edjj.org)

National Center on Mental Health Promotion and Youth Violence Prevention:  
<http://www.promoteprevent.org/about-national-center>

New Hampshire Center for Effective Behavioral Interventions and Supports:  
<http://nhcebis.seresc.net>

New Jersey Positive Behavior Support in Schools: <http://www.nipbs.org/index.htm>

The Technical Assistance Center on Positive Behavioral Intervention and Supports:  
<http://www.pbis.org>