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

Course title: Succeeding with the Resistant Student

Faculty member(s) who developed the course: Joseph Schechtman/Catherine Brine

Contact person: Elaine Francis Graduate Program proposing the course: MEd Curriculum and Teacher Certification

Course Description: If the course description included in the syllabus is more than thirty-five words, an abbreviated version is required with this course proposal for publication use.

Strategies are presented to help the most resistant students love school, believe in their own ability to succeed and always want to do their best. Activities of Brain Gym, Neuro-linguistic Programming and the latest brain research are offered to maximize learning.

Rationale for offering the course:

Teachers are faced with an increasing number of students who present challenges to the learning environment. This course will serve as a current and very relevant elective for teachers enrolled in the M.Ed. Curriculum and teaching.
Is there a similar undergraduate course?  ○ Yes  ○ No  If so, how does this graduate course differ?

Discipline Prefix: EDUC  If more than one provide rational:

Credits: 3  Level:  ○ 7000  ○ 8000  ○ 9000

Brief rationale for level choice:

This course is a more advanced level should not be taken until mid-way through a program as it builds on prior learning and experience.

Additional requirements:  ______ Laboratory hours  ______ Pre-practicum hours  ______ Practicum hours

_______ Fieldwork hours  Other (specify): ______________________________________________________

Prerequisite courses if any: ________________________________________________________________

This Course will be:  ☐ a Required course  □ an Elective  Special/Note: ________________________________

Course is a replacement for (Course Number/Name course): ______________________________________

Has the course been offered previously as "Topics"?  ○ Yes  ○ No  If yes, How often? ______________________________________

What is expected average enrollment?: 20 ________________________________

Which semester will this course first be offered?  FA 2012  How often thereafter to be offered?: 1-2x per year ______________

Does this course affect offerings in any other department or program?  ○ Yes  ○ No  If yes, please explain:
Course syllabus must be attached and completed according to Fitchburg State guidelines.

☑ Course Syllabus attached

Required Signatures—Graduate and Continuing Education Course Approval

Graduate Program Chair: ___________________________ Date: ____________

Department Chair: ___________________________ Date: ____________

Graduate Council Chair: ___________________________ Date ____________
(Indicates Graduate Council approval)

President: ___________________________ Date: ____________
Fitchburg State University
Educator Programs
Comprehensive Syllabus
Syllabus developed for Catherine Leahy Brine Educational Consultants

EDUC 7000 Succeeding with the Resistant Student
3 Credit Hours

Instructor: Joseph Schechtman
Telephone: 1-401-245-0032
Email: Equad@cox.net
Office Hours: 30 minutes before and after class

Course Description

The objectives of this course are to introduce teachers to strategies to help the most resistant students love school, believe in their own ability to succeed and always want to do their best. Many of these strategies are simple movements and activities that are easily used pre-K through the twelfth grade and even with adult learners. The course draws on activities of Brain Gym, Neuro-linguistic Programming and the latest brain research to maximize learning.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Texts


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, you will become more cognizant of:

1. methods for minimizing and eliminating negative emotional states in students
2. methods for establishing positive internal states in self and in students
3. strategies to decrease classroom disruptions
4. strategies to increase student focus
5. techniques to maximize academic performance by developing whole brain learners

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

1. successfully integrate ADHD, behaviorally disordered and emotionally disturbed students into the classroom
2. utilize powerful trauma resolution strategies
3. redirect nonproductive student behavior
4. increase students’ self esteem and student motivation
5. facilitate sensory integration

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

1. create a supportive, non-threatening classroom environment
2. maximize students’ potential to be successful in the classroom
3. respond in accordance to what is most beneficial to individual students

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

1. exhibit and model high standards of ethical behavior in your work with students
2. accept responsibility for each student in your care
3. acknowledge student behavior as a function of their past and present experiences

Technology Initiative

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Candidates will utilize technology as:
- a research tool;
- a communication method (email);
- an enhancement tool for the design of lessons and curriculum units

Fitchburg State University Library Online Services

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the college bookstore and many other helpful links. You can access our student center by going to the college homepage at http://www.fitchburgstate.edu and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

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 Loans, online and toll-free phone reference assistance, access to subscription databases, library instruction, and more. Any questions relating to library services should be directed to the Access Services Librarian at 978-665-3062 or dllibrary@fitchburgstate.edu There is also a special section for Distributed Learning Library Services at http://fitchburgstate.libguides.com/dlservices outlining the wide range of services available to you and 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/library and clicking on the All Research Databases link. Select the resource you want to access from the alphabetical listing or from the subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the college’s Information Technology Help Desk at 978-665-4500. The Library can issue you a temporary guest Falcon Key to use while the Information Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu
All registered Fitchburg State University students are eligible for a Fitchburg State University One Card ID which also serves as his/her library card. If you have not received your One Card yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at http://www.fitchburgstate.edu/librarycfi/cardrequest.cfm or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your One Card, students may also use any Massachusetts State College and University Library and participating libraries in the Academic and Research Collaborative (ARC) during the current semester. ID cards are available on campus all year round. Students wishing ID cards must either complete the online Photo-less One Card request form (http://www.fitchburgstate.edu/onecard/photoless/index.cfm) or present a course registration confirmation at One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

**Fundamental Principles**

- There are no unmotivated students
- All students want to learn
- All behavior is purposeful; there is a positive intent in all behavior
- All students make the best choices possible given their experiences
- All behavior can be redirected
- Change occurs only from the inside; you cannot talk people out of their negative beliefs
- There is a direct correlation between student self esteem and student motivation
- Most problems between teachers and students occur because the teacher intervened too late

**Course Objectives**

At the completion of this course students will

Know how to minimize and eliminate negative emotional states in their students such as anxiety, fear, anger, sadness or even depression.

Know how to establish positive internal states in themselves and in their students.

Understand their individual brain dominance, their learning style sequence, and how their brain dominance determines their world view, what job or profession they will be most successful in as well as their compatibility with others.

Know how to determine the brain dominance profiles and learning style sequences of their students and maximize students potential to be successful in the classroom and in the world of work.

Know how to create a supportive, non-threatening environment in their classroom and throughout their schools.

Be able to utilize strategies to actually change limited or negative beliefs to
supportive life sustaining beliefs

Be able to utilize strategies to decrease classroom disruptions, increase students’ focus and attention on task, and improve academic achievement

Understand how to successfully integrate ADHD, behavior disordered and emotionally disturbed students into the classroom

Learn how to use powerful trauma resolution strategies that do not require counseling or talking therapy

Learn how to develop whole brain learners

**Instructional Strategies**

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<td>X</td>
<td>Lecture</td>
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<td>Discussion/Questioning</td>
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<td>Laboratory</td>
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<td>Problem Finding/Solving</td>
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<td>Discovery</td>
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<td>Interviewing</td>
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<td>Collaborative Learning Groups</td>
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<td>Reflective Responses</td>
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<td>Creating Visual Illustrations of Concepts</td>
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<td>Pre-Practicum</td>
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<td>Role Playing/Simulation</td>
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<td>Independent Learning</td>
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<td>Field Trips</td>
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<td>X</td>
<td>Computer Applications</td>
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<td>Viewing or Listening</td>
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<td>Other</td>
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**Course Topics**

**Session One**

Cooperative learning teams

**Activities**

Students will be placed in teams, learn the components of high performance teams, and participate in team building activities

Who are the resistant students?

**Activities**

In teams, students discuss problems in managing student behavior and prioritize student problems

Brain Gym: the key to integration

**Activities**

Brain Gym movements for focus and attention. Instructor will explain and demonstrate the first nine movements from the Brain Gym curriculum, students will practice movements in pairs with each member of the pairs leading their
partner through the first nine movements


How stress compromises learning and even our health

**Activities**
Presentation/lecture and discussion

**Readings** Hannaford (2010) pp.175-194

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**Session Two**

Review day one

Brain Gym

**Activities**
Instructor will explain and demonstrate the next nine movements from the Brain Gym curriculum, students will practice movements in pairs

What is brain dominance?

**Activities**
Determine students' brain dominance patterns: all students will complete a four page assessment developed by Dr. Katherine Benziger to determine
Lecture on dominance, strengths and weaknesses, falsification and adaption

**Readings** Benziger (2006) pp 16-20

Understanding brain dominance's effect on student behavior

**Activities**
Discussion on which brain quadrants lead to the honor roll and which ones lead students to special education. Students will also have the opportunity to role play the different brain quadrants

Extraversion versus Introversion

**Activities**
Aligning brain dominance and energy with appropriate jobs and careers to ensure success and fulfillment

**Readings** Benziger (2006) pp 79-87

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**Session Three**

Brain Gym

**Activities**
Instructor will explain and demonstrate the last seven movements from the Brain Gym curriculum, students will practice movements in pairs

Brain Dominance

**Activities**
Students report on assignments to determine brain dominance profiles of individuals they struggle with as well as the dominance profiles of their significant others, friends and family members
Learning Styles

Activities
Exercises to determine learning styles
Discussion on matching and mismatching

Readings Hartmann (1998) pp. 3-10, 106-113

The near senses

Activities
Understanding the functions of the vestibular, tactile and proprioception systems

Readings Goddard (2005) pp. 55-81

Session Four

Brain Gym

Activities
Students will practice seven Brain Gym movements to reduce stress, improve focus and attention, and improve all around performance.

Understanding Behavior Management

Activities
Focused lecture


Whole Brain Learning and Living
Students will learn strategies to utilize all four quadrants and practice these strategies.

Developing proactive behavior management systems

Activities
Develop district wide system


Managing aggressive behavior

Activities
Role play calming aggressive students
Develop behavior charts
Develop behavior management contract


Session Five

Healing trauma

Activities
Focused lecture on the meridian-acupuncture system.
Students will have opportunity to practice the meridian tapping and learn the critical healing affirmations of each of the meridians

Readings Callahan (2001) pp.76-89

Triaging challenging students

Activity
Using muscle-testing to diagnose challenges and determine appropriate interventions

**Readings** Callahan pp 108-128

**Changing Beliefs**

**Activity**
Motivation and anchors

**Readings** Hartmann (1998) pp. 113-128

**Culminating Activities**

Each team will draw a mind map of the book they were assigned and then present their book to the rest of the class

**Course Requirements and Grading Criteria**

A. Attend all classes

B. Demonstrate respect and support for emotional work and risk taking by other students

C. Participate in all class activities and exercises 10%

D. Complete and turn in all homework
   1. List of grade level challenges and mnemonic strategies: 20%
      Identify four topics in your curriculum that are difficult for students to learn and develop a mnemonic strategy for each one.
   
   2. Listing of your significant others (family members, friends) and positive/negative attributes of each person 5%
   
   3. Paper on succeeding with “challenging” students: 35%
      Identify four challenging students, describe their behaviors, the strategies that you have tried with them, and then describe what strategies that you have learned in this course that you would now use and why to help these students succeed.

4. Required Reading:
   All students will be required to read one of the following books:
   
   Freed, Jeffrey & Parsons, Laurie, *Right Brained Children in a Left-brained World*
   Hannaford, Carla, *Smart Moves*
   Hartmann, Thom, *Healing ADD*
   Kranowitz, Carol, *The Out-of-Sync Child*

The instructor will assign one book to each cooperative group. Each group will do a presentation to the whole class on their book. 30%
**GRADUATE GRADING SYSTEM**

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<th>Score Range</th>
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<td>92 – 94</td>
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**Late Assignments**

Assignments that are passed in late will result in a loss of one grade level on that assignment.

**Grade of Incomplete**

An incomplete (IN) may be awarded with the recommendation of the instructor *when the candidate has completed 80% of the coursework but cannot complete the rest due to illness of some other serious reason*. The candidate must file a written petition, in letter form, with the instructor prior to the last day of the course.

A candidate who has received an Incomplete in lieu of a course grade, must make up the missing part or his/her coursework during the first four weeks of the following semester. Failure to do so will result an automatic 0.0 for the course.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

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 course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and
tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.

2. Participation in class discussions and cooperative groups is expected. All candidates 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.

3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

**Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use e-mail for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

**Cellular Telephones and Other Devices**

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

**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.

**Policy on Honesty**

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Dishonesty 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.

**Recommended Reading List**


