LIBERTY UNIVERSITY

Online · School of Education · Graduate Education

Instructional Methods for Behavior and Learning

EDUC-624

CG   Section 8WK   11/08/2019 to 04/16/2020   Modified 06/30/2022

🖥 Course Description

This course will explore research and instructional approaches and methods for managing behaviors effectively. Emphasis will be placed on individualized, classroom and school-wide behavior support to prepare candidates for the special education classroom as well as students going into the general education classrooms and community settings.

Requisites

For information regarding prerequisites for this course, please refer to the Academic Course Catalog (https://catalog.liberty.edu/).

◎ Rationale

The process of classroom management requires the application of a cadre of integrated skills that necessarily flow into all areas of the curriculum and presentation of that curriculum. Good classroom management establishes the groundwork and foundation for academic achievement; therefore, instruction in this area must be as effective and as efficient as possible.

📊 Course Learning Outcomes

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

A. Determine how to utilize behavior management techniques for diverse needs in the classroom.
B. Evaluate the interactions among the classroom teacher, special education students, and their parents.
C. Evaluate the effectiveness of various instructional skills and methods for classroom success.
D. Approach classroom management from a biblical worldview perspective.

📖 Course Resources

Click on the following link to view the required resource(s) for the term in which you are registered: Liberty University Online Bookstore (https://bncvirtual.com/liberty).

Additional Materials for Learning

A. Computer with basic audio/video output equipment
B. Internet access (broadband recommended)
C. Canvas recommended browsers (https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
D. Microsoft Word

☷ Course Assignments

Textbook readings and lecture presentations
Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations (https://www.liberty.edu/institutional-effectiveness/student-expectations/)](https://www.liberty.edu/institutional-effectiveness/student-expectations/), the student will complete the related checklist found in the Course Overview.

Discussions (7)

Discussions are collaborative learning experiences. Therefore, the candidate will complete 7 Discussions throughout the course. The candidate must write a thread addressing the instructor's prompt and also 2 substantial replies to classmates' threads. The thread must be a minimum of 400 words. Threads must include at least 2 supporting references/in-text citations and Scriptures that relate to the Discussion. Replies must be a minimum of 100 words each. (CLO: A, C)

Journal Article Review Assignments (3)

The candidate will complete 3 journal article reviews, each on the topic of the module/week. Each review must be 350–500 words, adhere to current APA formatting guidelines, and include a title/reference page and a minimum of 3 in-text citations and at least 2 references. One reference will be the selected article, another can be any other scholarly sources related to the topic. In addition, the candidate must submit a copy of the journal article by posting it as an attachment. (CLO: A, C)

IRIS Center - Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices Assignment

Upon completing each section of the online IRIS module, the candidate will copy and paste the seven questions under the *Assessment tab* into a Word document, answer in full, and then submit these answers to Canvas. Each question should be approximately 300 words. (CLO: A, B, C)

IRIS Center - Classroom Behavior Management (Part 2): Developing a Behavior Management Plan Assignment

The candidate will complete an online IRIS module. Throughout this module, the candidate will be creating a personalized classroom behavior plan using the step-by-step instructions provided with the *laptop icons* within each section. Upon completing the module, the candidate will download the plan and submit it to Canvas. The Behavior Plan should address the six core sections described in the module. (CLO: A, B, C, E)

IRIS Center Case Study Assignment

The candidate will complete a case study analysis of at least 1,950 words on encouraging appropriate behavior using the case provided. The assignment must include a title and reference page in current APA formatting. There is no minimum number of references required. (CLO: A, B, C)

Classroom Management Plan PowerPoint Assignment

The candidate will prepare a classroom management plan PowerPoint for a specific class (which must include a diagram and title/reference page). If the candidate is currently teaching, he/she must prepare the plan for his/her own classroom. If the candidate is not currently teaching, he/she may choose a class that he/she has previously taught/observed, or it can be fictional. The presentation must follow current APA formatting standards and include a minimum of 15 slides and at least 5 references/in-text citations. (CLO: A)

Jones & Jones: Textbook Quizzes Chapter 1-10

Throughout the course, the candidate will complete untimed quizzes on each chapter of the Jones & Jones text. Each quiz must be completed in one sitting. (CLO: A, D)

✔ Course Grading

Course Requirements Checklist	10
Discussions (7 at 40 pts ea)	280

Journal Article Review Assignments (3 at 40 pts ea)	120
IRIS Center - Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices Assignment	100
IRIS Center - Classroom Behavior Management (Part 2): Developing a Behavior Management Plan Assignment	100
IRIS Center Case Study Assignment	120
Classroom Management Plan PowerPoint Assignment	100
Jones & Jones: Textbook Quizzes Chapter 1-10 (8 @ 20 pts; 2 @ 10 pts)	180
Total	1010

🏛 Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition.   For more information about ODAS and the accommodations process, including how to request an accommodation, please visit https://www.liberty.edu/online/online-disability-accommodation-support/ (https://www.liberty.edu/online/online-disability-accommodation-support/). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's Discrimination, Harassment, and Sexual Misconduct Policy (https://www.liberty.edu/media/1226/Liberty_University_Discrimination_Harassment_and_Sexual_Misconduct_Policy.pdf) or the Student Disability Grievance Policy and Procedures (http://www.liberty.edu/media/8021/Disability_Grievance_Procedures.pdf).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any

submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the attendance policy (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FOnline%2BAttendance%2Band%2BNon-Attendance&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613719138&sdata=%2BNBTsPOoXuHAPLflSQRugK7cRSuV6UyC7qD3agf3l2k%3D&reserved=0) can be found in the Academic Course Catalogs (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.liberty.edu%2Findex.cfm%3FPID%3D791&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=DjjhMiRBhnF%2B2ZJUC8eBd1OdNb26S9ADukODYsilXlA%3D&reserved=0). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance (https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwiki.os.liberty.edu%2Fdisplay%2FIE%2FUnofficial%2BWithdrawals&data=02%7C01%7Caccollins2%40liberty.edu%7Cd91431fa6ac547056b5408d833029e1a%7Cbaf8218eb3024465a9934a39c97251b2%7C0%7C0%7C637315433613729132&sdata=MoMvZdPfza69InuhVHMHAVgu59ZP0Fw45xJTu9PIBrU%3D&reserved=0)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the withdrawal policy.

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Add/Drop Policy

The full policy statement and procedures are published in the Policy Directory (https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at http://www.liberty.edu/index.cfm?PID=19155 (http://www.liberty.edu/index.cfm?PID=19155).

::: Additional Items

Bibliography

Wong, H. K., & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4th ed.). Mountain View, CA: Harry K. Wong Publications. ISBN: 9780976423317.

🗓 Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist Advising Guide Acknowledgement
Module 1: Week 1	Learn	Read: 2 items Watch: 2 items
	Apply	Discussion: Perspectives of Comprehensive Classroom Management Journal Article Review: Social Factors and Student Behavior Assignment Quiz: Classroom Management in Perspective Quiz: Creating Supportive Communities and Solving Problems
Module 2: Week 2	Learn	Read: 1 item Watch: 1 item
	Apply	Discussion: Cultural Perceptions of Behavior Quiz: Establishing Positive Teacher-Student Relationships Quiz: Creating Positive Peer Relationships
Module 3: Week 3	Learn	Read: 1 item Watch: 1 item
	Apply	Discussion: Creating Positive Peer Relationships in the Classroom Journal Article Review: Effective/Positive Teacher-Student Relationships Assignment Quiz: Working with Parents Quiz: Developing Standards for Classroom Behavior
Module 4: Week 4	Learn	Read: 1 item Watch: 1 item
	Apply	Discussion: Autism IRIS Center - Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices Assignment
Module 5: Week 5	Learn	Read: 1 item Watch: 1 item

When	Topic	Notes
	Apply	Discussion: Standards of Classroom Behavior
		Journal Article Review: Motivating Students Assignment
		Quiz: Enhancing Students' Motivation to Learn
Module 6: Week 6	Learn	Read: 1 item
		Watch: 1 item
	Apply	Discussion: Responding to Violations of Rules and Procedures
		IRIS Center - Classroom Behavior Management (Part 2): Developing a Behavior Management Plan Assignment
		Quiz: Responding to Behavior that Disrupts Learning
Module 7: Week 7	Learn	Read: 1 item
		Watch: 2 items
	Apply	IRIS Center Case Study Assignment
		Quiz: Using Problem Solving to Resolve Behavior Problems
Module 8: Week 8	Learn	Read: 1 item
		Watch: 1 item
	Apply	Discussion: Christian Concepts-Creating Positive Classroom Management
		Classroom Management Plan PowerPoint Assignment
		Quiz: Developing Individual Behavior Change Plans