



Advanced Classroom Management:

Children as Change Agents

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Introduction

Welcome to *Advanced Classroom Management: Children as Change Agents (ACM)*, a course geared primarily for regular or special educators, instructional assistants, school psychologist, counselors and administrator serving children and adolescents presenting social, emotional and/or behavioral problems in the classroom, school or community setting. The course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to adapt, change and manage their own behavior. ACM will also review various stress reducing techniques that may be taught to students as well as used by participants to reduce his/her own stress. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that participants have a reasonable understanding of basic behavior management terms. Without this basic behavior management understanding participants might find some of the advanced concepts difficult to follow and apply.

Course Materials (Online)

Title: *Advanced Classroom Management: Children as Change Agents*
Author: Mick Jackson MS/ED
Publisher: Virtual Education Software, inc. 2005, Revised 2010, Revised 2014, Revised 2017, Revised 2020, Revised 2024
Instructor: Dr. Karen Lea

Facilitator: Mick Jackson MS/ED

Academic Integrity Statement

The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of coursework. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work

Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one's own work is unacceptable.

Aiding Honesty in Others

The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application

This course is designed to be an informational course with application to educational settings. The intervention strategies are appropriate for the remediation of challenging behavior in students ranging in age from approximately 6 years through adolescence.

Course Objectives:

- Know the terminology in the areas of behavior management, self-management and cognitive-behavior modification
- Know the relative merits and limitations of the behavioral and social-cognitive approaches to behavior management
- Understand the rationale for teaching students how to self-manage their behavior
- Understand the roles that cognitions and emotions play in the development of behavior problems
- Apply the self-management strategies covered in the course to the behavior problems of their own students
- Review some of the factors that cause stress in classroom, school and social settings
- Discuss various methods that may be employed to effectively lessen or completely eliminate stress
- Diagnose behavior problems and assess the efficacy of self-management interventions
- Increase the probability of students using self-management strategies in and outside of the classroom setting
- Teach problem solving skills that allow students to better resolve social, emotional, behavioral and academic issues

- Describe how to modify the classroom learning environment to decrease social, emotional and behavioral problems
- Learn to adapt instructional strategies to increase the chance of student academic success

Course Description

The *Advanced Classroom Management* course was developed as an alternative to traditional behavior modification approaches to changing student behavior. Although the course discusses and supports several behavior modification techniques, it goes beyond the boundaries of this approach. ACM teaches a social-cognitive approach to behavioral remediation. It compares and contrasts the two approaches, allowing students to gain a knowledge and understanding of each, but not refuting the use of either approach.

ACM incorporates the use of cognitive restructuring to aid in the modification of student behavior. The course teaches how to assist students in retraining their thinking so they may break old thought patterns that led to many aberrant behaviors. The modification of a student's thought process allows them to view situations differently, process them differently, and then, be able to react to those situations in a more socially acceptable manner.

This course also teaches how to motivate students to be their own agents of change. It gives teachers useable strategies on how to teach self-motivation skills to classroom students. When students learn these self-motivation techniques, they begin altering behavior and responding to social situations and events more positively without parent or teacher intervention.

This course teaches teachers how to train students to recognize, evaluate, and respond to difficult interpersonal, classroom, school, and social situations with limited outside intervention. When students learn how to retrain their negative thought process and become better problem-solvers, it takes the pressure of remediation off the teacher and places it on the student, where it belongs. When this process is taught and used correctly, it will significantly reduce the number of interpersonal conflicts a teacher needs to deal with during school days and free up more time for academic instruction.

Stress has become a concern for children in primary grades all the way through adult life. The demands of today's fast-paced society where social media and group e-interactions can dramatically affect our thoughts, beliefs, concerns, and stress level. Students who have not been taught effective stress management techniques can easily find themselves overwhelmed and trying to deal with and relieve stress in unhealthy ways, some of which may place the child or adolescent in danger. The course reviews many situations that can increase stress and a variety of methods to reduce overall stress.

Since this is an advanced classroom management course, it is strongly suggested that students taking this course have some type of formal course training in either behavior modification or classroom management. Classroom experience can be substituted for actual course training, but even experienced teachers should have some background training in classroom management or behavior modification.

As a student you will be expected to:

- Complete all four information sections showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented. **You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete a review of any section on which your examination score was below 50%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 50%, making sure to also be achieving an overall exam score of a minimum 70% **(maximum of three attempts). *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.**
- Complete all course journal article and essay writing assignments with the minimum word count shown for each writing assignment.
- Complete a course evaluation form at the end of the course.

Course Overview

Chapter 1: Introduction & Motivation

Presents a comparison of the behavioral and social-cognitive models of behavior management as they are used in the schools. Special attention is paid to the merits and limitations of each model and a rationale for when each should be used. A detailed description of how each model might be applied to a common behavior problem in the class is provided. This chapter also discusses the concepts of extrinsic and intrinsic motivation, introduces the concept of self-motivation (Self-mo) and provides a detailed explanation of how Self-mo can be used with students in school settings to eliminate and prevent behavior problems.

Chapter 2: Cognitive Strategies

Provides an introduction to cognitive behavior modification (CBM), types of cognitions, and how each influences emotions and behavior. Major focus is on the relationship between irrational thinking and anti-social behavior. Provides a detailed explanation of the CBM strategy, cognitive restructuring, and how it can be applied to the behavior problems of children and youth in school settings. This chapter also covers the CBM strategies: self-instructional training (for destructive impulsivity), verbal mediation (dealing with temptation) and problem-solving. Again, a detailed explanation of each strategy is provided along with its application in the classroom.

Chapter 3: Stress Management Strategies

Provides an introduction to stress and stress management, and the importance of the latter in preventing and dealing with behavior problems in the classroom. Focuses on the role of the CBM strategy, stress inoculation, in the management of anger in children and youth. Effective stress

management requires a holistic approach. The somatic-physiological interventions are used to modify stress directly and have a direct effect on the stress response. One stressor that can be eliminated from their daily lives may reduce the total stress they experience. Somatic-physiological stress management strategies produce a direct effect on the body. Begin by training your students in diaphragmatic breathing. By alternately making your muscles tense and relaxed, you learn to recognize the subtle differences between the states, and you also learn to relax all your muscles. Exercise is also an effective stress coping skill. Stress inoculation combines relaxation (somatic-physiological) with cognitive restructuring (cognitive-psychological) and behavioral rehearsal or role-play (social-behavioral).

Chapter 4: Using the Strategies

Includes an explanation of how the teacher might decide which of the strategies covered in this course should be taught to students; both the proactive and reactive approaches are discussed. With regard to the latter approach, a detailed explanation of the Pre-Mod analysis strategy for diagnosing behavior problems is provided. Also included is information about how to teach students self-management strategies so that they are more likely to use them outside of the lesson and the classroom, and how to measure the efficacy of these strategies in preventing and eliminating behavior problems.

Examinations

At the end of each course section, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. The average from your exam scores will be printed on your certificate. However, this is not your final grade given that your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Because this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

Writing Assignments

All assignments are reviewed and may affect your final grade. Exceptionally or poorly written assignments, or violation of the Academic Integrity Policy (see course syllabus for policy), will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent. ***Refer to the Essay Grading Guidelines, which were sent as an attachment with your original course link. You should also refer to the Course Syllabus Addendum, which was sent as an attachment with your original course link, to determine whether you have any writing assignments in addition to the Critical Thinking Questions (CTQ) and Journal Article Summations (JAS). If you do, the Essay Grading Guidelines will also apply.***

Your writing assignments must meet the minimum word count and are not to include the question or your final citations as part of your word count. In other words, the question and citations are not to be used as a means to meet the minimum word count.

Critical Thinking Questions

There are four CTQs that you are required to complete. You will need to write a minimum of 500 words (maximum 1,000) per essay. You should explain how the information that you gained from the course will be applied and clearly convey a strong understanding of the course content as it relates to each CTQ. To view the questions, click on REQUIRED ESSAY and choose the CTQ that you are ready to complete; this will bring up a screen where you may enter your essay. Prior to course submission, you may go back at any point to edit your essay, but you must be certain to click SAVE once you are done with your edits.

You must click SAVE before you write another essay or move on to another part of the course.

Journal Article Summations

You are required to write, in your own words, a summary on a total of three peer-reviewed or scholarly journal articles (one article per JAS), written by an author with a Ph.D., Ed.D., or similar, on the topic outlined within each JAS section in the “Required Essays” portion of the course (blogs, abstracts, news articles, or similar are not acceptable). Your article choice must relate specifically to the discussion topic listed in each individual JAS. You will choose a total of three relevant articles (one article per JAS) and write a thorough summary of the information presented in each article (you must write a minimum of 200 words, with a 400 word maximum, per JAS). Be sure to provide the URL or the journal name, volume, date, and any other critical information to allow the facilitator to access and review each article.

To write your summary, click on REQUIRED ESSAYS and choose the JAS that you would like to complete. A writing program will automatically launch where you can write your summary. When you are ready to stop, click **SAVE**. Prior to course submission you may go back at any point to edit your summaries but you must be certain to click SAVE once you are done with your edits. For more information on the features of this assignment, please consult the HELP menu.

Facilitator Description

Mick Jackson, MS/ED, is an Intervention Specialist with a Master's Degree in Special Education, Behavioral Theory. Mr. Jackson has 15 years of combined experience in self-contained special education classrooms, resource rooms, and hospital day treatment in K–12 settings. He has developed and overseen mental health and intervention programs and directed staff in four states. Mr. Jackson has worked as a higher education adjunct faculty teaching distance courses in behavioral theory, Attention Deficit Disorder, and reading remediation for the past 21 years. Currently his courses are being offered through distance education programs with over 100 colleges and universities nationwide. He is the current President and Dean of Faculty for Virtual Education Software and has been working on distance course development since 1995. Please contact Professor Jackson if you have course content or examination questions.

Instructor Description

Karen Lea holds a Ph.D. in education. Dr. Lea has 15 years' experience teaching at the K–12 level and another 14 years' experience teaching education courses at the undergraduate and post-graduate level. Currently she is a coordinator for a cadre of instructional developers and project manager for aerospace online training. Dr. Lea has been professionally published over times and 15 has served on over a dozen panels and boards, including serving on the NCATE (CAEP) Board of Examiners.

Contacting the Facilitator

You may contact the facilitator by emailing Professor Jackson at mick@virtualeduc.com or calling him at 509-891-7219 Monday through Friday, 8:00 a.m.–5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to 10 minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

Technical Questions

If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call 509-891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

Minimum Computer Requirements

Please refer to VESi's website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted, and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

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Updated 4/17/24 JN



COURSE SYLLABUS ADDENDUM

Important - Please Read - Do Not Discard

It is each student's responsibility to read all course materials, including course syllabus and addendum, and to know and understand the course requirements, exam score minimum requirements, and deadlines. Students enrolled in VESi courses are required to check their email for any communications regarding the course until their final grade is posted with the college or university. Once your course materials are received by VESi and have been reviewed, the **GRADE IS FINAL**.

Grading Criteria:

You must obtain an overall score of 70% or higher, with no individual exam score below 50%, and successfully complete ALL writing assignments to pass this course. This course requires a minimum overall passing grade of "C-" to receive credit. The average from your exam scores will be printed on your certificate. However, this is not your final grade since your required writing assignments have not been reviewed. Exceptionally written or poorly written required writing assignments, or violation of the academic integrity policy in the course syllabus, will affect your grade. Fifty percent of your grade is determined by your writing assignments, and your overall exam score determines the other fifty percent.

No grade will be submitted for partial completion of course assignments, regardless of partial score. An F will be reported if course is not completed by the end of the term enrolled. Exceptions only apply to those that request an extension (must have extenuating circumstances) prior to course deadline.

Letter grades will be assigned as follows:	90% to 100%	A
	80% to 89%	B
	70% to 79%	C
	69% - lower	F

Course Completion Information:

Grading will take approximately two weeks from the time your materials are received by the instructor, after which we will submit grades to the college/university weekly. If you have a timeline to meet certain school or state requirements, please keep this time period in mind when planning your course completion dates.

Course Completion Instructions

- Once you have completed all of the course requirements, follow the instructions from the Complete Course toolbar to submit your materials to VESi's office for processing. You can only submit the course ONE TIME. Be sure that you have completed all requirements and exams.**
- Course Evaluation:** Please take a moment to fill out the course evaluation which is also found under the Complete Course toolbar.

- **Print Certificate:** You can print a copy of your course certificate for your records.

Accessing your NDSU Transcript:

After the grade for your course(s) is posted, approximately two weeks after the course submission, you can access your NDSU transcript for documentation of course completion and performance.

Instructions are found at this link: [Transcript Instructions | Continued Learning | NDSU](#)

Drops & Refunds:

Once learners have received the course materials, they are no longer eligible for a refund. Appeals will be considered on a case-by-case basis.

Questions or Concerns:

Please direct any questions or concerns regarding this class to ndsudce@ndsudce.edu. Please include the title of the course in your correspondence.