T&L 2900 – Advanced Classroom Management: Children as Change Agents

Course at a Glance

Instructor: Mick Jackson
Length: Approximately 30 hours, complete in 4 months
Dates: Rolling admission
Number of Graduate Professional Development Credits: 2, from the University North Dakota

Introduction

Advanced Classroom Management: Children as Change Agents is geared primarily for professionals (e.g., regular or special educators, instructional assistants, school psychologist, counselors) serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. *Advanced Classroom Management* 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. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this "advanced" course.

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 six years through adolescence.

This online, self-paced program can be started and completed at the student's own leisure **within four months from the UND assigned course start date after enrollment.**

Learning Objectives

As a result of this course, participants will demonstrate their ability to:

- 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
- 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

Session Topics

The course is divided into four chapters.

Chapter 1: Introduction & Motivation

Chapter 2: Cognitive Strategies

Chapter 3: Stress Management Strategies

Chapter 4: Using the Strategies

Course Materials

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course. There are NO required textbooks.

Assignments & Examinations

Assignments-
This course has two required writing components. **ALL ASSIGNMENTS ARE REVIEWED.**

1) Essay Requirement: Critical Thinking Questions
There are four Critical Thinking Questions that you must complete. You will do research on the question**s** and write brief essay responses relating it to the course content (and your personal experiences, when possible).

2) Essay Requirement: Journal Articles
This task requires you to write a review of three peer-reviewed or scholarly journal articles, preferably written by an author with a Ph.D. (blogs and news articles are not acceptable) of your choice on a topic related to this course.

Examinations-
At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. There are a total of 4 exams in this course. You may take these exams a total of three times.

Grading

This online course uses **Letter Grading (A, B, C, or F).**

- All writing assignment scores will make up a final score for writing assignments.
- All examination scores will be make up a final score for examinations.
- Final Grade: The final writing assignment score and the final examination score **will be averaged** to determine your final grade, using the grading scale below.

Course Grading Scale for Letter Grades:

A = 90 - 100% of total score
B = 80 - 89%
C = 70 - 79%
F= below 70%

Scholastic Dishonesty

Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: http://und.edu/student-affairs/code-of-student-life/