

Behavior Intervention - Collaborative and Proactive Solutions to Behaviors in the Classroom

Taught by Natalie Conway M.Ed.
3 Graduate Credits
The Innovative Northwest Teacher

Congratulations on choosing this class in which you will learn to see your behaviorally challenging students through a new, positive lens, and work with them as partners in education. A 3-credit class is approximately 90 hours of class time.

Required Texts:

To complete the work for this class you will need a copy of:

- Lost and Found: Unlocking Collaboration and Compassion to Help Our Most Vulnerable, Misunderstood Students (and All the Rest) by Ross W. Greene, PhD (2021) Second Edition, Jossey-Bass.
- Better than Carrots or Sticks: Restorative Practices for Positive Classroom Management by Dominique Smith, Douglas Fisher, and Nancy Frey
- Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom by Kristin Souers and Pete Hall

Submitting Assignments:

- Please submit an entire assignment (some have multiple questions) at the same time. It would be preferable if you could submit at least one completed activity every week. This is a goal but not a requirement. Do your best!
- Topics are listed with corresponding chapter numbers for each assignment. Please submit at least a full paragraph per assignment.
- E-mail your responses to tinnatalie@gmail.com or use the appropriate discussion Google document
- Write "Behavior" and the assignment number in the title of the e-mail. Example: Behavior Assignment 1.

*Look ahead at **all** of the assignments for this course with special attention to assignments 6, 10 and 11 as they require significant work and planning ahead. Look ahead to assignment 11 as you will need to start work on that after assignment 1. You will keep a reflective journal for the duration of this course, at least 10 weeks, focused on your teaching practices, particularly with regard to your behavior management system and style. After each week of instruction, you will write a 250 word journal entry reflecting on the following:*

- *What strategy / strategies you implemented to manage student behaviors.*
- *What challenges you faced and how you overcame them or plan to overcome them.*
- *How you could improve your approach next time.*

Grades:

- To receive an A for this class you need to submit 11 quality assignments that evidence a deep level of thought and appropriate amount of time spent working on the materials. I will respond to your assignments with my reflection.
- You can assume your assignment has met the requirements of an A, if in this reflection I don't specifically ask you to make changes and resubmit.

If you have other ideas or suggestions for how a particular activity can be modified to fit your needs better, don't hesitate to ask me about it!

You may reach me via email:

Natalie Conway

tinnatalie@gmail.com

Assignment 1	
Topic: <i>Components 1 and 2 of CPS</i>	Reading: <i>Lost and Found: Introduction and Chapters One and Two</i>
Assignments: 1A - Greene states that, “Kids do well if they can,” and that, “Doing well is preferable,” in part to emphasize his stance that motivation is not most students’ problem, but skill deficits are. Do the behavior programs you’ve used, or seen used, in schools effectively address both motivation <i>and</i> skill-building? Explain how they do or do not address both areas. 1B – Of all the factors influencing struggling students (and educators in general) that Greene addresses in chapter two, which one or two do you find most changeable? (I.E. zero tolerance, high stakes testing, budget cuts, special education referrals, etc.) What can <u>you</u> do to change the approach in the area(s) you choose? Identify what is within your control, what you can influence, and what is out of your control in regards to the factor you chose. Response must be 750 words or more in total (parts A and B).	

Assignment 2	
Topic: Paradigm Shift	Reading: <i>Lost and Found: Chapter Three</i>
Assignments: Using your first name and the date, post your response to this assignment in the shared Google Doc. Respond to at least one classmate's post. Your written responses must total at least 750 words altogether. 2A – Reflect on the five components presented in this chapter (and earlier chapters). Are there any you disagree with initially, or feel are not feasible in a school setting? What are your doubts about the shifts? Play devil's advocate and discuss the potential pitfalls. Post your paragraph in the Google Doc. 2B - Next, respond to a classmate with answers for their concerns. Find the hope in these shifts and the rationale for them. Find solutions to the pitfalls others may see in these paradigm shifts.	

Assignment 3	
Topics: The A(L)SUP* *In 2024 Ross Greene renamed the form the ASUP and that's what you'll find on his website.	Reading: Lost and Found: Chapter Four
Assignments: 3A - Using this link (website) or this link (PDF), complete and submit an ASUP for a student or child you know. Complete it on your own or with the help of fellow teachers or adults. Submit your ASUP (black out the child's name). 3B - In 500 words, reflect on the process of completing the ASUP. Questions you can answer in your written response include but are not limited to: What was hard about completing the ASUP? What went well? How will you go about it differently next time? Did it change how you think about this student at all?	

Assignment 4	
Topic: The Plans and Solving Problems Together	Reading: Lost and Found: Chapters Five and Six
Assignments: 4A – In your own words, explain what Plans A, B and C are. Include reasons for when you would use each approach, how often you think you'd use each, and the benefits of each. Your response to 4A should be 250 words. 4B – Identify the three steps involved in solving problems collaboratively and explain what each entails and why it is essential. Your response to 4B should be 250 words.	

Assignment 5	
Topic: Debugging	Reading: Lost and Found: Chapter Seven
Assignment: 5 – In this chapter, the author reviews many aspects of what can go “wrong” when using the CPS model. Think about your past experiences with behavior management and what your personal strengths and weaknesses are as you consider with which pitfalls you anticipate struggling most. How will you work around those pitfalls? (I.E. will you lean on peer support, use the how to videos from the site, etc). You may also find it helpful to view some of the videos on the website under resources for Educators and Schools. (https://livesinthebalance.org/educators-schools/). Click on “Take the Guided Tour” to access videos. Your response should be 500 words or more.	

Assignment 6	
Topic: The Hardest Part	Reading: Lost and Found: Chapter Eight
Assignments: 6A – Logistically, do you believe that CPS could be implemented successfully in your classroom? In your school? Even at home? Why or why not? What would need to happen for it to be a reality? Your response should be at least 500 words. 6B – Greene briefly discusses other common behavior management programs in place in schools(PBIS, Restorative Justice, etc.). Choose one, either one your school uses or one you’re interested in, and research it to find out what that method has in common with CPS as well as how it differs. Evaluate the program and determine if it is worth implementing (or continuing to implement) in your setting. Please cite your source(s) using any method (APA, MLA, Chicago). Your response should be at least 1,000 words (4 pages).	

Assignment 7	
Topic: Fringe Benefits	Reading: Lost and Found: Chapter Nine
Assignment: 7 – Greene emphasizes that CPS is a model that can be used for all students, not just those who display challenging behaviors. Again, review the content at www.livesinthebalance.org including videos and other resources available for educators and families. Develop a brief but effective “elevator pitch” that you could use to engage either fellow teachers or administration in trying out the CPS model in your school. Your “pitch” should be about a paragraph in length and express what CPS is and why you think it has value. On the other hand, if after reading the text and reflecting on its contents and the contents of the website, you do not feel this model is realistic or beneficial, compose an oppositional view that explains what CPS is and why it is not a valuable tool for schools. Your response should be about 250 words.	

Assignment 8

Topic:

Restorative Practices

Reading:

Better than Carrots or Sticks: Chapters One and Two

Assignment:

8A - The authors explain that classroom management is really defined as relationship-building and academic and social skill building. They offer strategies and tools for getting to know your students (see page 27 of the text). Explain how you get to know your students currently and at least one new idea you'll try out for increasing your connectedness with your students via positive relationship-building. Your response should be about 250 words.

8B - The authors cite CASEL and list out "helping behaviors" (see pages 42-44). In about 250 words, explain what helping behaviors you emphasize in your classroom and how you do so. Explore how you might incorporate other helping behaviors into your classroom setting and speculate on what impact that might have on your class culture.

Assignment 9

Topic:

Restorative Practices

Reading:

Better than Carrots or Sticks: Chapters Three and Four

Assignment:

9A - The authors write about using student choice and student voice as means of nurturing students' sense of self-respect (see page 63). What resonates with you about this idea and what pushback do you have? In about 250 words, craft an argument for or against the idea of student choice fostering students' self-respect.

9B - Examine the decision-making matrix on page 70. How does this matrix align with what you learned about collaborative problem solving and Ross Greene's approach? Your response should be about 250 words.

9C - Review the content of chapter 4, especially pages 100-105 which include sentence starters for conversations with students. Explain, in about 250 words, how the ideas presented in this chapter align (or don't) with what you learned about Plan B Conversations and using a stance of curiosity.

Assignment 10	
Topic: Restorative Practices	Reading: Better than Carrots or Sticks: Chapters Five and Six
Assignment: Examine the resources found here regarding the effectiveness of the CPS and RJ models and information about how they align. Engage in your own additional research as you see fit. After completing your research, compose a two-page (about 500 words) literature review that explains how the basic tenets of Greene's approach align with or are supported by restorative practices. You may use any citation style you wish (APA, MLA, Chicago).	

Assignment 11	
Topic: Trauma-Informed Practices	Reading: Fostering Resilient Learners (entire text)
Assignment: Submit your self-reflection Journals (10 weeks of entries). You have been keeping a reflective journal for the duration of this course, focused on your behavior management practices. After each week of instruction (starting week 2), you wrote a 250 word journal entry reflecting on the following: • <i>What strategy / strategies you implemented to manage student behaviors.</i> • <i>What challenges you faced and how you overcame them or plan to overcome them.</i> • <i>How you could improve your approach next time.</i> Assignment continues on next page	

Final Reflection - For your final written response you will compose a 1,000 word essay that outlines your behavior management system and philosophy. Refer back to the activity on page 72 as this helps to highlight your personal preferences and biases in enacting any classroom management system. In your written response, you should include at least the following content along with any other information you wish to include:

- Your personal beliefs and ideas about behavior management in schools
- The basic tenets of your system and the research supporting them
- Examples of strategies and methods used that are clear enough for a peer to implement
- Considerations for neurodivergent students
- Citations from texts / articles (MLA, APA, or Chicago)

Grading Scale/Evaluation: Graduate Credit A-F

Students will submit 11 assignments.

Each assignment is worth 10 points and will be scored in the following areas:

- The student's writing is easy to understand and free of typos and other grammatical mistakes.
- The student shows evidence of reading and understanding a variety of resources.
- The student shares their personal experiences and opinions.
- The student explains how their new learning will inform their future instruction
- The student appropriately cites their resources

Students' grades will be determined based on the total points they receive on the 11 assignments (110 points possible).

Three Credits:

A= 99-110 Points

B= 88-98 Points

C= 77-87 Points

D= 66-76 Points

F= Below 66 Points

Policies:

All course work must be completed by the deadline.

Students are expected to make contact with the instructor to provide contact information when the course begins.

All coursework is to be completed online via the internet.