EDCU 9964: Reducing Student Stress and Stimuli

Transcript Title:

Details:

- **Prerequisite:** Attend The Foundational Skills (in-person or on-demand) and Keeping Them in the Room (in-person) workshop led by The Catalyst Approach.
- **Credit:** Three (3) Semester graduate-level professional development credit (4.5 quarter credits) through University of Massachusetts Global. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in thes9964e courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** $360
- **Dates:** We can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.

Registration and payment

1. Register and pay online at www.thecatalystapproach.com

Course Description:

This course provides participants with the strategies needed to create an even calmer environment for individual students as well as the whole class. The strategies you will learn in this class will help reduce stimuli which will in turn create an environment where students can have even more brain space to concentrate on the curriculum.

Learning Outcomes:

1. Learn the importance of decreased stimuli in the classroom
2. Understand the impact that adult actions have on student engagement
3. Implement strategies to create an even calmer and even more productive classroom environment
4. Reflect on the impact that these strategies have on individual students as well as the class as a whole

Course Materials

Review strategy summaries from The Foundational Skills (in-person or on-demand) and Keeping Them in the Room (in-person). A PDF can be downloaded if you need an additional copy.

Assignment Description (8-10 double-spaced pages total)

Part 1: Reflecting on Existing Stimuli (2-3 pages)

Before learning the new strategies, answer the following questions and describe the impact your answers have on your classroom environment, your students, and yourself:

1. How would you describe the overall volume of your classroom?
2. Are there management words that you often find yourself repeating?
3. Describe your normal speaking and walking speed in the classroom.
4. Describe your organizational process for the following spaces in your classroom: student desks, student workspaces, your desk or workspace, cabinets, walls, shelves, filing cabinets.

Part 2: Incorporate a variety of new strategies (5 pages; 1 per strategy)

*While clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop. The workshop is a prerequisite to this coursework.

1. In the Whole Group and Keeping Them in the Room book or PDF, read the summaries of the following strategies.
    - Adjust Your Volume
    - Settle and Scan
    - Signal it
    - Slow it Down
    - Orient Their Space
    - Tidy Up

2. Read and respond to the prompts for each of the five strategies you chose, at least one page per strategy.
    - In your own words, describe each skill
    - Describe the impact implementing the skill will have on your classroom environment
    - Describe the impact the skill will have on student engagement during independent work time
    - Describe the impact this skill will have on decreasing the amount of stimuli in your classroom
    - What aspects of implementing this skill will come more naturally and which will take more practice?
    - How could these strategies increase the amount of energy you have at the end of the day?
    - How could these skills create even more connection with your students?

Part 3: Impact (1-2 pages) (After implementation of strategies)

10. Honest self-reflection is necessary to bring about change. Reread the Part 1 environment description you wrote about at the start of this course.

    - Describe how implementing these strategies has impacted your classroom environment
    - Describe some of the challenges you have encountered. Explain a time when implementing one of these new skills was or would have been helpful.
    - Looking forward, describe the impact that focusing on deeper implementation might have on you.
    - Describe the impact this will have on your students
    - Describe the challenges you have faced or anticipate facing as you focus on implementation of these skills.

Assignment Submission

Submit completed coursework via the form on the Catalyst website.

Grading and Transcript

For a letter grade of an A, address all prompts and meet the length requirement. Any assignments that are not high enough quality (depth of writing, etc.) will be returned to the student for revising

For an official transcript, visit:
https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests

Bibliography

Brickman, J. & Burns, N. (2018). *Keeping Them in the Room* (ISBN 978-1-955753-06-7). Jacki Brickman, Inc.

Brickman, J. & Burns, N. (2018). *Whole Group Classroom Leadership and Support* (ISBN 978-1-955753-02-9). Jacki Brickman, Inc.

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