



# EDU 2720: FOSTERING ENGAGEMENT & POSITIVE BEHAVIOR IN THE CLASSROOM (GRADES 1-8)

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**Virtual Office Hours:** before/after class; TR 10 am -12 pm; W 2:00 – 3:00 pm; R 4:00- 5:00 pm; *by request*

**Class Meeting Times:** [T/R 2:20 -4:00 PM](#)

**Class Location:** LH 222 /online as needed



## Course Description

A study of the methods and techniques involved in organized behavior management programs in a school setting. Emphasis is placed on the role of the teacher in relationship to children with special needs. Fieldwork required. Contributions of educational psychology to the areas of classroom management and conflict resolution will be addressed.  
Prerequisites: EDU 1010 and EDU 2010 Fall/Spring.

## Course Texts

Greene, R. W. (2014). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York, NY: Scribner. [\[Three e-books available via Hedberg Library free.\]](#)

Shalaby, C. (2017). *Troublemakers: Lesson in freedom from young children at school*. New York: NY: The New Press. [\[Unlimited e-books available via Hedberg Library free.\]](#)

Some of the specific standards we will address in this course are listed below.

Student Learning Outcomes:	InTASC Standards:	Danielson Standards:	Council for Exceptional Children Standards	Carthage Student Learning Outcomes
<ol style="list-style-type: none"> <li>1. Describe and apply principles of effective and culturally-responsive community-building (families &amp; students).</li> <li>2. Establish and maintain a consistent, organized, safe, culturally responsive, respectful, and inclusive learning environment.</li> <li>3. Describe, prepare for, and respond to a wide range of student differences.</li> <li>4. Choose/Design plans for responding to student academic, behavioral, and/or social emotional needs.</li> <li>5. Conduct a Functional Behavior Assessment and create a Behavior Intervention Plan.</li> </ol>	#1 Learner Development #2 Learner Difference #3 Learner Environment #4 Content Knowledge #7 Planning for Instruction #8 Instructional Strategies #9 Professional Learning and Ethical Practice #10 Leadership and Collaboration	#1 Planning & Preparation #2 Classroom Environment #3 Instruction & Assessment #4 Professional Responsibilities	#1 Learner Development & Individual Learning Difference #2 Learning Environments #4 Assessment #5 Instructional Planning and strategies #7 Collaboration	-Diverse approaches to knowledge -Communication -Self-knowledge, personal ethics, & civic engagement -Disciplinary expertise

“Teaching is only demonstrating that it is possible. Learning is making it possible for yourself.”  
 ~Paulo Coelho

**Major Course Assignments:** To show what you’re learning (as well as to model effective practices and help build your teacher toolkits!) we will engage in a wide range of different types of assignment. Each assignment will be reviewed and/or modeled in class and have a 1-page handout distributed in-class and available online. Each assignment has an online backup plan!

Assignments		% of Final Grade
INDIVIDUAL	<b>Field Activities:</b> A series of reflective journals & activities related to course content to be completed during 10-clinical hours in the field.	10%
GROUP	<b>Morning Meeting/Circle of Power &amp; Respect:</b> Students will lead a MM or CPR.	10%
GROUP	<b>Restorative Justice Circle:</b> Students will lead a Restorative Justice/Talking Circle.	10%
INDIVIDUAL/ PARTNER	<b>Evidence Based Practices Exhibits:</b> Students will select from a list of EBP and present to the class in such a way that they *could* attempt to implement.	20%
INDIVIDUAL/ PARTNER	<b>FBA/BIP Case Study:</b> Given a case study, and with on-going in-class support, students will create an FBA/BIP.	10%
GROUP	<b>Final: Case Study &amp; Plan:</b> In class, students will be broken into teams. Given a case study, students will collaboratively write an action plan for supporting the student(s) described in the case study, drawing from resources across the semester.	20%
VARIABLE	<b>Participation:</b> <ul style="list-style-type: none"> <li>In-Class Activities including but not limited to: Jig Saws, Role Plays, Discussions</li> <li>Strategy “HW”: reading tasks, reflections, etc.</li> <li>Topical Reflections, etc.</li> </ul>	20%

Grading Scale					
Scale	Rule	Scale	Rule	Scale	Rule
A+	98-100	A	93-97	A-	90-92
B+	88-89	B	83-87	B-	80-82
C+	78-79	C	73-77	C-	70-72
D+	68-69	D	63-67	D-	60-62

1. Materials are selected to reflect a range of perspectives and voices.
2. Learning activities and assignments are designed to have real-world application that prepares you for your future work as teachers and allows you multiple pathways to explore and show what you know/are learning.
3. Grades are earned by *showing your learning* NOT by doing the work the “right” way.

**Learning Accessibility:** We *all* learn in different ways and are more/less successful depending on our learning circumstances. ***I am committed to your success and am prepared to make accommodations.*** The Carthage **Director of Learning Accessibility** offers a variety of services and accommodations to students based on appropriate documentation, nature of disability, and academic need. At the start of the semester, students should (1) meet with **Diane Schowalter, Director of Learning Accessibility, in Hedberg Library (x5802; dschowalter1@carthage.edu)** to discuss reasonable accommodation and (2) communicate with individual faculty members from whom accommodations are sought as soon as possible.

## Policies & Supports

**Attendance & Work Completion:** Your contributions - ideas, experiences, interpretations – are valuable and enrich all of our understanding. Coming to class and being well-prepared is critical to your (and your peers'!) learning. In-class activities are designed assuming you've done the readings and are ready to apply them in discussion, role plays, etc. In addition to our face-to-face class meetings, you can expect to spend 2-3 hours each week engaged in additional work for class (e.g. readings, assignments, writing, group work, etc.). Also:

*All **assignments** are due, completed, by the assigned deadline (even if you are absent).* However, life happens. If you know you are going to need additional time on an assignment, please obtain approval from the instructor *prior* to the due date. There is **NO** shame in asking for an extension! Late work *without* prior permission will be subjected to a deduction for every day it is late.

*Please come to every class on time and prepared.* If you are ill, suspect you've been exposed to COVID, or have an emergency that requires you to **miss class** or the field, please (a) communicate with your instructor (email and text) and your cooperating teacher/carpool as relevant to (b) make every effort to attend class online. *After the first absence*, you will be asked to provide an annotation of all assigned readings, and may be asked to complete additional make-up work.

Finally, if there is ever anything going on in your life that is interfering with your ability to keep up with class, please reach out to me. You need share only what you feel comfortable with, but alerting me will help me support you better. *You are not in this alone!*

**Academic Success and Health:** Good health can help you achieve academic success. The Health and Counseling Center (HCC) supports students by addressing physical, mental, and emotional well-being. All services are available to full-time, undergrads and are free, confidential, and provided by experienced and licensed professionals.

TARC 2240 | 262-551-5710 | More info - including appointments: [carthage.edu/health-counseling](http://carthage.edu/health-counseling).  
Mon-Fri 8:00am-4:00pm

*Health Services* are available to students during walk-in hours or appointment (M-F, 8:30am-1:00pm) for assessment and treatment of minor illness/injury. *Nurse Practitioners* from Weds 2pm-4pm. Diagnostic testing, complimentary over-the-counter medications, and referrals to off-campus providers are available.

*Counseling Services* are available by appointment and during walk-in hours (M-F, 11:30am-1:00pm). Students see counselors to discuss a wide variety of topics: depression, anxiety, relationship concerns, stress management, indecision about a major or career path, and academic concerns. HCC also supports students who are feeling suicidal or who are in crisis. *HCC is a Title IX confidential resource for students.*

Suicide Prevention Lifeline: 1-800-273-8255 / Emotional Support TEXT Line: Text "HOPELINE" to 741741

NAMI Non-Emergency Line: 1-800-448-3000 or look to <https://www.nami.org/find-support/nami-helpline>

[Uwill](http://Uwill) is a free teletherapy platform for Carthage students. Access is quick and easy: [app.uwill.com](http://app.uwill.com).

The [Writing Center](#) (Hedberg Library 213B), is a free resource for students in all classes, staffed by undergraduate Writing Fellows who have been recommended by Carthage faculty. They are trained to work with other students on all stages of the writing process (understanding the assignment, brainstorming ideas, drafting, revising, and proofreading), live or virtual, through written feedback, and in-person consultations.

**Tutoring and/or Academic Coaching** is available to assist you with any aspect of the class, including understanding readings, preparing for quizzes, and more. These resources are *for everyone* to maximize their potential. Please take advantage of them. For information or to book a one-on-one appointment visit [carthage.edu/tutoring](http://carthage.edu/tutoring)

*"I have seen that in any great undertaking it is not enough for a man to depend simply upon himself."*

*~ Shooter Teton Sioux*

### **Policies & Supports (continued)**

**Your Peers:** Your peers can be a tremendous source of support, especially if you are unclear on something OR you are absent from class. Find at least three peers with whom you can exchange contact!

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Office Hours:** These are optional windows of time when you can meet with me to discuss our course or other related topics of interest or concern. I welcome you to come alone or in small groups. YOU are expected to drive the "agenda" so come prepared! I have specific hours posted, but we can also set up appointments for other times.

#### **Reasons to come to office hours:**

- One-on-one interactions/individualized support can lead to higher achievement (Kim & Lundberg, 2016).
- You need clarification or have questions about the course syllabus, assignments, rubrics, feedback, grades, course content; you can get personalized support or work through an issue or concern.
- Get tips and strategies for studying and/or completing assignments.

#### **Ways to maximize your office hours visit:**

- Review materials (readings, handouts, notes, syllabus, Schoology) and talk to peers to ensure your concern has not been addressed elsewhere.
- Where possible, have specific questions prepared; come with what you need (syllabus, computer, etc.)
- Where possible, set up an appointment and be on time (text/email if you are late/need to cancel/ reschedule).
- Be honest and brave! This session is *all about helping you be successful*. Ask all your questions!
- Be prepared to answer questions – to help uncover the root of your concern and/or help understand where you got "stuck," I will often answer your question with a question! In addition, I may ask you questions to help you think differently and/or to ensure you have what you need to be successful.
- At the end, summarize what we discussed to make sure we have a shared understanding of next steps.

**Tech Tips:** In addition to posting *all* non-text readings and assignments on Schoology, this class uses Google Drive *through* Schoology for several major and minor assignments. To maximize success I recommend:

- Using Chrome to access Schoology or work on your Drive assignments for this class (when possible).
- Syncing Schoology to Drive early: <https://support.schoology.com/hc/en-us/articles/201001883-How-do-I-use-the-Google-Drive-Resource-App->
- Technology Help: Hedberg Library Information Desk ([help@carthage.edu](mailto:help@carthage.edu)) or 262-551-5950.
- If you are able, please *always* bring headphones & your computer to in-person classes.

**Mask Policy:** While there are multiple perspectives on masking, at the end of the day, teaching is a "helping profession" and our peers, students, and colleagues *deserve to feel/be safe*. As such, **masks are required any time you are in this classroom or a school placement. No exceptions.** If you attempt to attend class or a school placement without a mask, you will not be allowed entry, will lose relevant points/hours, and be subjected to a departmental dispositions review.

#### **(Some of) What You Can Expect From Me:**

- Respond to emails, texts, calls within 24-48 hours (text is preferred)
- Opportunities and an open invitation to provide feedback *that I will actively respond to and incorporate into my teaching practices*
- Regularly updated calendar and Schoology pages
- Availability to hear you out and support you
- Grade and return work within 1-2 weeks\*