College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2020
EDSE 251 001: Classroom Management and Positive Behavior Supports
CRN: 20369, 3 – Credits

Instructor: Dr. Kristen O'Brien	**Meeting Dates**: 1/21/2020 – 5/13/2020
Phone: 703-993-3917 (office)	**Meeting Day(s)**: Monday/Wednesday
E-Mail: kmerril2@gmu.edu	**Meeting Time(s)**: 3:00 pm – 4:15 pm
Office Hours: By appointment	**Meeting Location**: Fairfax, AQ 213
Office Location: Finley 208-B	**Other Phone**: N/A

❖ Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None
Co-requisite(s): None

Course Description
Focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. Explores classroom and behavior management including technology, social skills, and effective teaching behaviors. Emphasizes developing school and classroom behavior management plans. Field experience required.

Course Overview
EDSE 251 focuses on describing how school and classroom methods are used to establish effective learning environments for individuals with varying degrees of disabilities. In this course, classroom and behavior management including technology, social skills, and effective teaching behaviors are explored. The emphasis is on developing school and classroom behavior management plans. There is a field experience required with this course.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Do you know what tests might be required for your program? Tests should be taken as early as possible by teacher candidates since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor for more information.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes
Upon completion of this course, students will be able to:
1. Describe components of the SchoolWide Positive Behavior Interventions and Supports (SW-PBIS) model as a research-based school and classroom behavior management structure/technique inclusive of school and classroom community building and positive and proactive behavior supports that may lead to individual interventions.
2. Compare school plans for establishing and maintaining safe and orderly schoolwide and classroom environments with SW-PBIS, and provide recommendations to align the school plan with SW-PBIS.
3. Design age-appropriate, safe, diverse, and orderly learning environments (e.g., classroom organization and set-up) that support and enhance instruction within the context of culturally responsive behavioral, cognitive, affective, social, and ecological theory and practice.
4. Describe how to create an age-appropriate, safe, positive, and supportive environment which is culturally responsive, uses diverse approaches, incorporates technology, and values diversity, including the diversity of individuals with disabilities.
5. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, and routines) to prevent and manage undesired behaviors based on research-based and professionally appropriate practices.
6. Describe research-based strategies for promoting self-management and self-discipline for individuals with disabilities.
7. Describe how a continuum of research-based techniques that are non-intrusive, positive, and proactive (e.g., positive redirection) should be implemented with fidelity and consistency prior to determining the need for more comprehensive classroom management methods.
8. Describe how to identify and teach social skills needed for educational and other environments.
9. Describe ethical and practical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other

procedures.
10. Describe how effective teaching influences individuals' behaviors.
11. Identify school crisis management and safety plans inclusive of plans for all educational environments (e.g., classroom, hallway).
12. Identify and describe the crisis cycle, methods for crisis prevention, and appropriate responses to individuals at different stages within the crisis cycle.
13. Identify qualifications of and training needed for school personnel obtaining certification for crisis intervention programs.

Professional Standards
(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3).

Required Textbooks
Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. The Guilford Press.

Recommended Textbooks
American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Required Resources
Students will need access to a computer, Internet, and web-based resources (e.g., Blackboard, online readings). Computer use may be required in class for in-class activities (with advanced instructor notice).

Additional Readings
Additional readings will be posted on Blackboard and can be assigned throughout the semester at the instructor's discretion. Students are responsible for all assigned readings, on syllabus and otherwise announced and posted on Blackboard by the instructor. Students will also access recent peer-reviewed research articles throughout the semester, which students will acquire through Mason's online library.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

    Tk20 Performance-Based Assessment Submission Requirement
    For EDSE 251, the required PBA is Classroom Management Plan (see description below). There is no required upload to Tk20 for the PBA in this course.

    Assignments and/or Examinations
        Performance-based Assessment (Tk20 submission required)
        N/A

College Wide Common Assessment (TK20 submission required)
N/A

Performance-based Common Assignments (No Tk20 submission required)
1. **Classroom Management Plan (*Designated Performance-Based Assessment; 65 points)** *Note: Field Experience occurs prior to completing this assignment.*

The purpose of this project is to develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse and culturally responsive classroom. Components of the classroom management plan include assessment of classroom set-up, organization, rules, management, opportunities for student engagement, continuum of consequences, and behavior management methods. Using data and corresponding detail from the assessment, develop an action plan that details a predictable classroom structure using evidence-based practices and a continuum of strategies to respond to behaviors. Identify classroom rules and describe how to teach classroom rules to students. State your emerging philosophy of classroom management based on theories of behavior and evidence-based practices; connect these to the Council for Exceptional Children Professional Ethical Principles. More information about this assignment (e.g., detailed grading rubric) can be found on Blackboard.

Field Experience Requirement
A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the

necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

2. **Analysis of Schoolwide Discipline/Behavior Plan (45 points)**: The purpose of this assignment is to determine similarities and differences between a target school's discipline plan and components of the School-Wide Positive Behavior Intervention Supports (SW-PBIS) framework. Each group member will obtain the discipline plan from a target school. Consider the "plan" as the document provided to parents, students, and teachers at the beginning of the school year. Within this document, the school's rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school website. Avoid accessing the school system's handbook.

Groups will be formed by the instructor. During the designated class session, group members will identify components of the SW-PBIS model and commonalities among the group's plans compared to the SW-PBIS model. Each group will briefly report their findings to the class. After the designated class session, each group member will individually compare his/her school plan to the SW-PBIS model in a written paper.

Detailed directions and a grading rubric for this assignment will be shared in class and posted on Blackboard. Please review the rubric and assignment resources carefully before beginning the assignment.

3 & 4. **Quiz 1 and 2 (30 points each, for a total of 60 points)**: The purpose of each quiz is to demonstrate knowledge of each of two major topics in this course. Quiz 1 will focus on Schoolwide Positive Behavior Interventions and Supports (SW-PBIS). Quiz 2 will focus on Classroom Management. Each quiz will be open on Blackboard for a multi-week period of time and *must be completed by the due date identified in the course schedule*. Quiz content includes multiple choice, true/false, and matching responses.

5. **Description Research-Based Method (25 points)**: The purpose of this assignment is to demonstrate knowledge of how to implement one research-based method. *The method, corresponding research base, and format must be approved by the instructor via a proposal submitted by the date specified in the course schedule*. For this assignment, select one classroom management technique to explore in depth. Using at least 3 articles from recent (past five years) peer-reviewed journals, (a) describe the research base for the technique, (b) identify behaviors for which the technique would be an appropriate match, (c) specify how the technique is culturally responsive to individuals with diverse learning needs, (d) provide a description of the technique, and (e) explain how teachers implement and students learn the technique. Students have the option to submit this assignment during a multi-week period of time; *it must be completed by the due date identified in the course schedule*.

Students may use varied formats to demonstrate this knowledge (e.g., develop a video, provide a brief class presentation, or write a paper) and may elect to present this assignment to the class (e.g., show the video or do the presentation). Regardless of format used, points are earned based on each criterion noted on the grading rubric. More information about this assignment (e.g., detailed grading rubric) can be found on Blackboard.

6. **Professionalism (20 points):** Attendance, punctuality, and active participation during each class session and assigned activity are expected. For each session, students will earn up to 2 Professionalism checks for the following expectations:
    A) Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
    B) Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students are expected to read all assigned readings prior to class and to actively participate in discussions and activities during class sessions.

At the end of the course, the total Professionalism checks earned will be summed and divided by all possible checks (i.e., 2 checks for each class session held). This proportion will be multiplied by 20 (the total possible Professionalism points) and used to calculate the student's course grade.

Course Policies and Expectations
   Attendance/Participation
   Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class (Note: assigned readings may be added or removed as the semester progresses).

   Students earn attendance and participation points each class (i.e., Professionalism described in the Assignments section above); these points can *only* be earned if the student is in attendance and actively participates in class activities. Please notify me *in advance* by email or phone if you will not be able to attend class. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, *as long as the instructor is notified before the class session*. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another student prior to the class meeting that follows the absence. *Professionalism points missed for more than one absence or any absence without instructor contact before class cannot be made up*.

   Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. Please be *fully* present in class. ☺

   Late Work
   To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted *on or before* the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless otherwise noted by the Instructor. On all assignments, full credit is available for those submitted on time. **For every 24-hour period that an assignment is late, a 5% point deduction will occur**. After

one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the Instructor *in advance* if there is a problem with submitting your work on time.

Other Requirements
Communication.
The best way to contact me is through email, which is listed on the first page of the syllabus. Please note that your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course. Student email is accessed at http://masonlive.gmu.edu. All communications are sent to students via their Mason email accounts, and students are held responsible for this information.

Grading Scale

Letter Grade	% of Points
A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your successful performance in completing assignments, not the level of effort you put into them.

Assignment	Points Earned	Points Possible
Classroom Management Plan		65
Analysis of Schoolwide Discipline/Behavior Plan		45
Quiz 1 (SW-PBIS)		30
Quiz 2 (Classroom Management)		30
Description Research-based Method		25
Professionalism		20
Total Points		**215**

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student

members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted <u>must</u> be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is 'occasionally evident' or 'rarely evident,' the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule
<u>*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Week	Date	Topics	Readings Due	Assignments Due
1	W 1/22	• Course Overview • Syllabus review • Field Experience Overview		Ensure you have access to Bb and the textbook
2	M 1/27 W 1/29	• Concept map activity • Introduce behavior management and positive behavior management and supports • Describe theoretical models to explain challenging behaviors	Ch. 1 & 2	EDSE Field Experience Form Due
3	M 2/3 W 2/5	• Introduction to school-wide positive behavior interventions and supports (SW-PBIS)	Ch. 3 Explore the Pbis.org website. Read the PBIS pages on Getting Started, Tiered Framework, and Tier 1	
4	M 2/10 W 2/12	• SW-PBIS (continued) • Compare components of SW-PBIS to other schools' plans	SW-PBIS Cultural Responsiveness (p. 2-5 & 26-29)	Quiz 1 (SW-PBIS) opens on Bb on 2/10

		• Discuss ways to shift schools toward implementing SW-PBIS with fidelity	Flannery & Kato (2016)	Identify your target school plan, read it, and bring for in-class activity on 2/12
5	M 2/17 W 2/19	• Describe how to develop, teach, and implement proactive classroom rules and procedures • Describe effective use of scheduling, climate, and classroom planning and organization	Ch. 5 (p. 97-105 only) & Ch. 6 Time Management PDF	***Analysis of Schoolwide Discipline/Behavior Plan* due by 3:00 pm on 2/19**
6	M 2/24 W 2/26	• Describe the impact of high-quality instruction on individuals' behaviors • Analyze classroom environments to discuss effective and ineffective features • Addressing diversity & cultural responsiveness in classroom environments	Ch. 5 (p. 105-112) HLP #7 video CAST UDL Tips for Learning Environments IRIS Center Cultural Influences on Behavior	***Quiz 1 on SW-PBIS* due by 3:00 pm on 2/26** Field experience sites should be firmed up by Monday 2/24. Site visits begin.
7	M 3/2 W 3/4	• Describe how reinforcement can be in used to increase desired behaviors • Identify a continuum of positive proactive non-intrusive techniques • Ethical considerations when responding to behavior	Ch. 7 CEC Professional Ethical Principles	
	M 3/9 W 3/11	GMU Spring Break!		
8	M 3/16 W 3/18	• Identify a continuum of strategies to respond to inappropriate behavior • Describe how and when behavior reductive techniques can be used to reduce undesired behaviors	Ch. 8	*Quiz 2 (Classroom Management)* opens on Bb on 3/16 Field experience site visits should be completed by the end of this week.

		• Describe how to shift ineffective features to focus on proactive research-based methods and behavior supports		
9	M 3/23 W 3/25	• Discuss ways to shift classrooms toward implementation of effective and proactive organization and management techniques with fidelity • Identify how adults' attitudes and behaviors need to shift to bring about desired changes in individuals' behaviors	Ch. 4	Proposal for Description Research-based Method due by 3:00 pm on 3/25
10	M 3/30 W 4/1	• Identify social skills and corresponding instruction	HLP #9 (Read about HLP9 from p. 5-7) Schoolwide Article PBIS World article	*Classroom Management Plan* **Due by 3:00 pm on 4/1**
11	M 4/6 W 4/8	• Introduction to Tier 2 & Tier 3 • Introduction to functional behavioral assessment (FBA)	Ch. 9 & 10	*Quiz 2 on Classroom Management* **due by 3:00 pm on 4/8**
12	M 4/13 W 4/15	• Self-management	IRIS Module on Self-Management 1 of the following (to be assigned in class): Bruhn et al. (2017) OR Lastrapes & Mooney (2019)	
13	M 4/20 W 4/22	• Describe the crisis cycle and how adults should respond to individuals during crisis stages	IRIS Module: The Acting Out Cycle IRIS: Crisis Plan	

		• Describe components of school-wide crisis management plans	Simonsen et al. (2014)	
14	M 4/27 W 4/29	• Pulling it all together • Course evaluations		***Description Research-Based Method* last date to submit or present (by 3:00 pm on 4/29)** EDSE Field Experience Survey due Field Experience Log due on Bb

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

- For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Appendix
Assessment Rubric(s)

EDSE 251: Classroom Management Plan Grading Rubric

Name:

Part One: For this assignment, you will observe a classroom that includes students with disabilities. Select one classroom and one time of day (e.g., one period, especially critical for secondary settings) to analyze. Use one of the assessment instruments (be sure to calculate data) and content from course readings. Rely primarily on the data calculated from the assessment instrument your selected.

Part Two: After analyzing aspects of the classroom per assessment instrument and calculating the corresponding data, prioritize strengths and areas of need to describe in each assignment section. In the corresponding section of the assignment, describe improvements based upon what you found as areas of need and content from the textbook chapters you have read and other resources.

Evaluation Standards	Required Components	Points
	• Avoid first person (i.e., using "I" or "We") throughout the entire assignment (except in last section on philosophy) • Use excellent written language (per APA style) throughout • Do not use any identifying information of people, schools, or school systems. Maintain confidentiality at all times.	
	Part One	
Classroom Arrangement	Write a narrative summary that describes what the physical arrangement of the classroom looks like. Refer to the drawing of the classroom when appropriate. ✓ Insert a detailed drawing of the classroom including where centers, desks, etc. are located. ✓ Using information about the physical arrangement of the classroom, identify the corresponding type of instruction that can occur (e.g., small group, large group). ✓ Comment on the likelihood of smooth transitions for students to/from areas, teachers' capacity to circulate and see all students, and other aspects significant to this specific classroom arrangement.	/8
Effectiveness of Current Classroom Arrangement	✓ Strengths of the current classroom arrangement ✓ Areas of need for the current classroom arrangement. Use **data** you acquired from the assessment instrument to identify strengths and areas of need. Place the completed assessment instrument in the Appendix. You can also use content from the texts and other content sources to note strengths and areas of need.	/5
Daily or Session Schedule	Summarize what happens either across the day or across the session (e.g., math class; 3rd period science). In the summary, tell about the length of specific activities (you can only provide the information if it is clearly there) so it is clear what activities and how much time is set aside for each activity. Place the detailed schedule (if there is one) in the Appendix. Given what you know from this classroom's schedule, provide (at least) one substantive comment about the effectiveness of the scheduling, based on information you have from the assessment instrument (use data!), the textbook, or other content sources.	/4
Behavior Management	Write a narrative summary that describes what the teacher uses for behavior management. Use relevant content from the assessment instrument, textbook chapters, and other content sources. Some details include responses to the following questions, but this is not intended as an exhaustive listing of queries for this section. --What are the classroom rules, and how measurable or clear are they? --What is visible for a corresponding matrix for the classroom rules? --What is evident for how the classroom rules connect to the schoolwide rules? --What kinds of routines or procedures are used during the observation time? --What are the procedures for promoting appropriate behavior? --What are the procedures for responding to undesired behavior? ==Related to the two above, what is the continuum of responses for appropriate or undesired behaviors?	/15
Effectiveness of Current	--Strengths of the current behavior system. --Areas of need for the current behavior system.	/10

Behavior System	Use **data** you acquired from the assessment instrument to identify strengths and areas of need. You can also use content from the text and other content sources to note strengths and areas of need.	
Part Two		
Ideal	Based on what has been identified so far for areas of need, and areas that could be refined, improved, or developed, describe two substantive improvements on each of these (four improvements total): --physical arrangement of the classroom (create a second drawing and highlight changes) --behavior management (connect to text chapters and/or other content sources) Based on the classroom rules you saw (if no rules, you develop them) and the sequence of activities in the schedule (if no activities, then you develop them), develop a classroom rules matrix for the class (including at least 3 general phrases and 4 activities).	**/15**
Philosophy	Describe your personal emerging philosophy of classroom management, based on content you are learning in this course. Refer to sources as needed. Describe one of the Universal Design for Learning Tips for Learning Environments. Make an explicit connection to one of the Council for Exceptional Children Professional Ethical Principles.	**/5**
APA Technical	✓ APA citations within the plan and in References are accurate ✓ Clear, organized, and well written, per APA style	**/3**
Total Points Earned		**/65**

Full earned credit for assignments turned in on time.