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**Advanced Education and
Training At Your
Convenience**

I. Course Title: Stopping Disruptive Behavior, #2 Constructive Discipline Series

II. Course Prefix and Number: ED 589

III. Number of Credits: 1 semester credits, 15 hours

IV. Dates/Times: Ongoing, asynchronous online

V. Instructor: Dr. Barbara Casey, Ed.D.

VI. Location: Online, <https://www.ccreditsonline.org/>

VII. Course Description:

The Constructive Discipline Series, consisting of three courses, Giving Directives That Students Will Follow, Stopping Disruptive Behavior and Conducting the Parent Conference, offered separately and as a group, is derived from Dr. William Glasser's Choice Theory of behavior. Dr. Glasser is the founder of the William Glasser Institute and has published many books and articles where he details his theories and provides much supporting data on the efficacy of his approach. His approach is self-empowering and emphasizes the individual's own responsibility. The Constructive Discipline Series uses techniques that are used in the field of education as well as in the area public service and corporate management. The courses are designed specifically for teachers and paraprofessionals in the classroom.

Some of the books Dr. Glasser has written on this subject and which contain his research and data are: Schools Without Failure (1969), The Quality School: Managing Students Without Coercion (1992), The Quality Teacher (1992), and Creating the Competence Based Classroom (1999), and Every Student Can Succeed (2000). All are published by Harper-Collins.

Each of the courses contains a pre and post survey regarding skills and classroom management issues present at the start of the course and if and how these change as a result of taking the courses. There is also an evaluation in which students express what was most valuable about the course, how the courses did or did not help them in their classroom and whether or not the online format was or was not helpful. 92% of the students found the techniques extremely effective.

Stopping Disruptive Behavior Course Description:

This skills based course will help you learn how to control inappropriate behavior in their classrooms so more learning can occur. This course is especially germane for educators teaching middle school and high school. Teachers will learn how to stop disruptive behavior immediately with a simple five-step verbal technique. This course will provide you with a consistent approach for dealing with disruptive students.

Participants/Grade Level: Teachers K-12, Para-Educators, Special Ed.

VIII. Course Objectives:

- To explore the constructive discipline techniques for stopping disruptive behavior.
- To perform and develop mastery of the techniques.
- To adopt the value set of Safety, Order, and Rights®.
- To formulate plans for using the technique in the classroom

IX. Texts, Readings, Instructional Resources/Methods of Instruction Students will be required to:

Rehearse the skills and report on the results (submit to instructor)
Complete the written self-reflection exercises (submit to instructor)
Collaborate with peers using the on-line forum

X. Content Outline/Topics:

LESSON 1

- An Introduction (Lesson 1.a)
- Exercise: Self reflection (Lesson 1.b)
- Exercise: Rank your School (Lesson 1.c)
- Exercise: Effective Discipline Policies (Lesson 1.d)
- The Constructive Discipline Approach (Lesson 1.e)
- The Safety, Order, And Rights® Value Set (Lesson 1.f)

LESSON 2

- Your Classroom Management Plan (Lesson 2.a)
- Constructing Classroom Management Plan: Routines & Procedures (Lesson 2.b)
- Constructing Your Classroom Management Plan: Rules & Consequences (Lesson 2.c)
- Consequences (Lesson 2.d)
- Activity: Research School's Discipline Policies (Lesson 2.e)
- Exercise: Brainstorming about Consequences (Lesson 2.f)
- Exercise: Behaviors and Consequences (Lesson 2.g)

LESSON 3

- Communicating Your Plan to Students (Lesson 3.a)
- Teaching and Giving Feedback (Lesson 3.b)

Exercise: Monitoring & Grading Student Behavior (Lesson 3.c)
Exercise: Positive Recognition for Appropriate Behavior (Lesson 3.d)
Communicating Your Classroom Management Plan (Lesson 3.e)
Discipline Log (Lesson 3.f)
Parent Contact Log (Lesson 3.g)
Behavioral Contract (Lesson 3.h)

LESSON 4

The Power of the Question (Lesson 4.a)
Overview of the Skill Steps (Lesson 4.b)

LESSON 5

The Plan (Lesson 5.a)
View the Skill Steps in Entirety (Lesson 5.b)
Exercise: Write Down the Skill Steps (Lesson 5.c)

LESSON 6

Apply What You've Learned (Lesson 6.a)
Exercise: Example 1 (Lesson 6.b)
Exercise: Example 2 (Lesson 6.c)
An Example from your Experience (Lesson 6.d)
Your Final Thoughts (Lesson 6.e)

XI. Course Requirements and Grading Policy:

Students participate in a variety of engaging, interactive, and reflective assignments including quizzes, workbook assignments, self-reflective exercises, practicing new skills, brainstorming with colleagues, and submitting lessons to an on-line discussion forum. The instructor reviews and approves all lessons posted to the on-line discussion forum. Pre and post tests are used to determine how new knowledge and skills are being implemented as the result of this course. Follow up questions are designed to refresh the learning experience and measure retention.

This course contains:

Quizzes (1)
Workbook Exercises (3)
Activity (1)
On-Line Forum Assignments (10)

XII. Grade Distribution and Scale:

1. 70 % On-line forum assignments submitted to the on-line instructor (self-reflections, results of skills practicing, creating a plan, evaluating techniques). The course moderator/mentor will interact with the participant to ensure the participants mastery of the knowledge and skills taught in the course. The moderator's assessment assures the participant's new level of expertise will enable the participant to understand and implement the new skills and strategies immediately into their personal working situation. The combination of the all the interactive components of the courses and the one-on-one interactions with the moderator/mentor will determine the participant's mastery.

2. 15% Workbook/Reflective Journal (research, creating a plan, case studies).

3. 15% Final Exam.

The participant has 15 weeks to complete all aspects of the course.

Grading for CE Credits Online Courses

All courses are Pass/Fail unless a letter grade is requested by the participant when registering for the course.

For a Passing grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam.

Every Forum Exercise must be approved by the moderator and checked off on the participant's outline before the participant can complete the post survey, course evaluation, final exam, and submit for credit. This creates a forced mastery that ensures each student has mastered all of the concepts prior to receiving credit. Our moderators work with participants on a one-to-one basis to ensure that every participant has a firm grasp of each lesson.

* Students are required to meet a mastery equivalent to a B grade to be allowed to apply for academic credit.

For a B grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam with a score of 80%.

An A grade would be based upon demonstrated quality-excellent work and a score of 90% and above on the final exam.