CEP 832
Teaching Children with Challenging Behavior
Michigan State University

Spring 2011, 3 credits
January 17 – April 4, 2011

Welcome to Counseling, Educational Psychology, and Special Education 832, Teaching Children with Challenging Behavior! This is a 10-week, 3-credit graduate course for teachers and other school professionals. It is designed to help us understand the psychological and behavioral characteristics of children who are "tough to teach," learn "best practices" for instruction and classroom management for these students, and develop partnerships with these students and families. My hope is that we will become a community that learns from each other as well as from the professional literature. The class begins on January 17 and runs through April 4 (we'll take the MSU break off).

Course Instructor and University Supervisor

My name is Angie Maupin and I am looking forward to teaching this course. I am currently a doctoral candidate in my fifth year of the PhD program in School Psychology at MSU. My research interests include the examination of early life experiences, including the interaction of biological and environmental influences, on subsequent cognitive and behavioral outcomes. I participate with a research team that evaluates social and emotional development in infancy and early childhood, including self-regulation, emotion regulation, emotional socialization, parenting, and infant mental health, primarily in low-income, at-risk populations. On a related note, I am completing my dissertation this semester; I am examining the influence of parenting on social and emotional outcomes in children born preterm compared to children born full term. In addition, I am in the process of applying and interviewing for my pre-doctoral psychology clinical internship. My doctoral practicum experiences have involved working with infants and toddlers, early childhood special education teams, as well as elementary-aged students with behavior and learning difficulties, their teachers, and their families. I recently completed a year-long practicum in Pediatric Psychology where I worked closely with children with chronic illness.

I will be your day-to-day instructor for this course. I will be facilitating all discussions, and will respond to and grade your work during the course using Angel. I hope that this course will enrich your knowledge and your skills as teachers and will make a difference in your work with children.

You can contact me at maupinan@msu.edu. Please email me if you have questions about the course content, expectations, grades, or any other concerns. I expect to respond to your emails within 36 hours. For all timelines, I use US Eastern Time, which is referred to as Eastern Time in the rest of the syllabus.

I'm Dr. Jana Aupperlee, the supervising faculty for the course. I'm an Assistant Professor in School Psychology at MSU and I'm responsible for creating and maintaining most of the content on our site. I'm also here to provide you and Angie support as needed. Please contact me at aupperL3@msu.edu or through my administrative assistant, Ethel Oberlander, at (517) 432-0843. Please contact Angie with specific questions or issues with the course. However, if you would like another perspective regarding your question or concern, I'm happy to help.
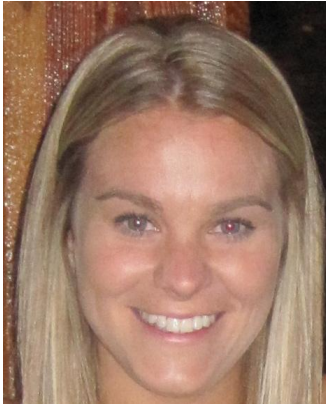
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Course Structure

The course consists of five two-week modules. Each module will focus on a specific topic:

Module 1: Introduction to the course, understanding the development of "tough to teach kids," models and methods of school and family engagement, introduction to each other and to course expectations

Module 2: Working effectively with aggressive and angry children

Module 3: Working effectively with impulsive and active children

Module 4: Working effectively with shy, withdrawn, and socially isolated children

Module 5: Working effectively with low achieving and failure syndrome children

Each two-week module will be divided into 4 units.

Unit One: First week Monday through Thursday: assigned readings from texts and web-based lectures covering:
- What we know from research and theory in child development/developmental psychopathology about the core psychological and behavioral deficits of "tough to teach" learners
- Classroom methods and strategies that have proven effective for each type of student
- Methods and strategies for engaging parents in effective home-school partnership

Unit Two: First week Thursday through Monday: on-line small group discussion about course topics using simulated cases

Unit Three: Second week Monday through Thursday: application of course concepts in your own classroom, observation or application of methods with selected students

Unit Four: Second week Thursday through Monday: small group check in and personal reflection

Course Requirements

My hope is that the readings and applications in the course will enhance your professional development. Therefore, I've selected readings that have a high degree of applicability to classroom teachers. I also use cases that simulate "real world" situations at both the elementary and secondary level so that the class "discussions" are meaningful to your practice. In addition to readings and class participation, you will submit a 1-2 page reflection paper at the end of each 2-week module covering your reactions to the course topics and their applicability to your classroom practice. For the final course project you will be asked to apply course concepts/applications to your teaching practice. You will have the opportunity to discuss this classroom application during each module and will submit a 10 -15 page write-up at the end of the course.

Grading and Feedback

Your grades and feedback will be posted in your angel gradebook. The full credit for each unit is:

Unit 1 - 10 points
Unit 2 - 50 points
Unit 3 - no written assignments
Unit 4 (reflection paper) - 40 points
You can receive a total of 100 points for each unit. The term project will be worth 250 points for a total of 750 points across the term. Full credit is afforded for ON TIME, thoughtful posts.

Final grades will be calculated based on the percentage of total points obtained for the assignments according to the following scale:

95-100%	712-750	4.0	A
87-94%	652-711	3.5	B+/A-
80-86%	600-651	3.0	B
75-79%	562-599	2.5	B-/C+
70-74%	525-561	2.0	C
65-69%	487-524	1.5	C-/D+

| 60-64% | 450-486 | 1.0 | D |
| <60 | <450 | 0.0 | |

Deferred (DF) and Incomplete (I) grades are not routinely given. These grades are reserved for emergences and unforeseen circumstances.

Written Products
Professional writing is an important part of your training as an educator and your writing will be evaluated in all assignments. Professional writing is clear, well-organized, uses sentence and paragraph structure to convey content, avoids passive voice, and is free from typographical error, misspellings, and grammatical errors. Further, professional writing balances critical reflection with strengths of the material or information. All work for the course should be completed in 12-point font with 1-inch page margins.

Policies and Procedures

Academic Honesty and Integrity
Students are expected to complete their course work with honesty and integrity. Some examples of academic dishonesty include cheating, plagiarism, misrepresenting work as one's own, and receiving or giving unauthorized materials, information, or assistance. The consequences of academic dishonesty may be a failing grade for the assignment and course.

The following university policies/procedures also apply in this course (links are available on-line at http://www.msu.edu/unit/ombud/syllabi.html)

1. *Academic Honesty*: Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the School Psychology Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, *Protection of Scholarship and Grades;* the all-University Policy on *Integrity of Scholarship and Grades*; and Ordinance 17.00, Examinations. (See *Spartan Life: Student Handbook and Resource Guide* and/or the MSU Web site: www.msu.edu.) Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in CEP 832. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also http://www.msu.edu/unit/ombud/dishonestyFAQ.html)

2. *Accommodations for Students with Disabilities* (from the Resource Center for Persons with Disabilities (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation ("RISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

The University's publication, *Spartan Life: Student Handbook and Resource Guide*, details all university policies. You can obtain the handbook on line at http://tap.msu.edu/tapresourcesnew/docs/spartanlife.pdf

Time Commitment

In a regular course, you meet for three hours of class time and are expected to devote two to three hours per week per credit outside of class time. Thus, a typical graduate course consumes about 9 to 12 hours of your time per week over a 15 week semester. I have constructed this course to meet those expectations adjusting for the fact that we will move through the material in 10 weeks, not 15! I expect that the first content-rich day in each week will take about 5-7 hours to complete (including readings, examining web resources, viewing videos, etc.). The interactive second day should take about 3-5 hours of time (including meeting with your group, examining web resources, synthesizing group's information and reactions, etc.). The third day will involve applications to your own classroom practice, which should involve 5-10 hours of

thinking and experimenting. Finally, I expect that your end-of-the-module check-in, personal reflection and writings should take about 5 hours. Your project should take up the remainder of your time. It is usually helpful to schedule blocks of time during this week for your participation in the course, much as you would if you were coming to campus for a class or meeting your study group for coffee. It is not true that virtual courses require less time or effort than a face-to-face class! Be ready!

Because of the time limited nature of this course, it is IMPERATIVE that you complete assignments in a timely manner. We will move very quickly and all work must be completed in the module in which it was due. In particular, assignments turned in after your group's specified deadlines or course deadlines will be penalized by 50% of the original point value. After one week, assignments will not be graded and be assigned a "0."

Expectations for Course Participation

"Participation" in an on-line course essentially means the same thing as in a traditional course: active investment in course activities, critical, analytic reflection on course ideas, connecting new ideas to practice and other knowledge, and timely and thoughtful completion of course assignments. However, participation looks different in an on-line course. For our course, my expectations for your participation are outlined below:

1. Log onto the site early in each unit so that you have time to complete the activities. The timelines are relative to Eastern Time:
Unit 1: First week Monday through Thursday, midnight
Unit 2: First week Thursday through Monday, midnight
Unit 3: Second week Monday midnight through Thursday, midnight
Unit 4: Second week Thursday through Monday, midnight - reflection papers due by midnight on Monday

2. Each day has specified activities that must be completed by the deadline for that Unit. Products submitted after the unit timeline has elapsed will lose 50% of the credit. Credit will not be given for assignments for that week turned in after Monday at midnight unless there are extremely extenuating circumstances.

3. You should check your email daily. Please remember that course email stays within Angel unless you check the box that sends it to your MSU mail account. You may want to make a practice of checking the "send a copy of the email to the user's internet account" box (located just above the "send" button in the email section of the "Communicate" tab) so that your recipient gets your email promptly. You may find it helpful to forward your Angel mail if you can't remember to check it regularly. If you need help with this, there is technical support available 24-hous a day through the Angel hotline (800/500-1554 (North America including Hawaii) or 517/355-2345 (East Lansing and international).

4. Your study group (Units 2 and 4) requires you to collaborate with others to complete learning activities. Your group will establish an agreement for collaboration in the first week's Unit 2 activities. I expect that each group member will be an active, vital, and thoughtful member of the study team. Each week you will provide feedback to the instructor about the group's and group members' functioning and participation.

5. You should contact me with any concerns, questions, or problems about course content or process as you encounter them. All questions are welcome - there are no silly, trivial, or stupid questions! However, if you have questions or problems with the website or hardware/software issues, contact the Angel 24/7 Help Line at 800/500-1554 (Toll free in North America and Hawaii) or 517/355-2345 (East Lansing and international). I will almost guarantee that I cannot answer your hardware/software/website problem as efficiently as these folks can!

What do I promise you in return?

1. I will read my email and respond promptly to requests for help, clarification, or to any problems. If you need to get hold of me right away, please send email to my MSU Mail account because I don't get to the ANGEL site every day.
2. I will read your reflection papers weekly and provide feedback in the course gradebook section.
3. I will grade your materials promptly (within a week of submission) and post your grades to the gradebook section of the site.
4. My goal is to foster an inclusive, warm, supportive learning environment in which we help each other delve deeply into the course material. I invite your critical appraisal of materials and activities, and welcome feedback that will help improve the course. I recognize that problems arise in every course and I attempt to work with students straightforwardly and respectfully so that a mutually agreed upon solution is derived quickly. I strive to provide constructive and formative feedback about your work and to be fair and consistent in its evaluation.

Required Texts

Three texts are required for this course:
1. Brophy, J. (2003). Teaching problem students. New York: Guilford (www.guilford.com)
ISBN-10: 1572309563 (paperback)

2. Reavis, H. K., Sweeten, M. T., Jenson, W. R., Morgan, D. P., Andrews, D. J., & Fister, S. (1996). BEST practices: Behavioral and educational strategies for teachers Longmont, CO: Sopris West
ISBN: 1570350523

3. Tomlinson, C. A. (2004). How to differentiate instruction in mixed-ability classrooms (2nd Edition). Alexandria, VA: ASCD.
ISBN: 013119500X

Optional:
Jenson, W., Rhode, G., & Reavis, H. K. (2000). Tough kid tool box. Longmont, CO: Sopris.
ISBN: 1570350000

The Brophy is a research-based book that we will use as our primary text. The BEST Practices book highlights empirically supported classroom practices for engaging student learning and enhancing motivation. The Tomlinson text will be our source for thinking about differentiating instruction, curriculum, and classroom practices to best meet the needs of all students. The optional Tough Kid materials provide "hands on" applications, reproducibles, and materials for use in the classroom. This is a great resource if you like reproducibles but is oriented toward K-8 classrooms.

You can purchase these materials directly from the publisher or via on-line bookstores. You can comparison shop at BestBookBuys: http://www.bestbookbuys.com/. Please purchase the books immediately and have them delivered so they reach you by the beginning of class. You will have assigned readings the first week.

Reading Assignments

Readings will be assigned from your course texts or from sources on the Internet that are linked to the class site. To help you take notes "on-line," there is a note taking tool available from the navigation bar. At some points in a unit you will be instructed to take notes so that you can reference them in later units. Of course, the old-fashioned paper-and-pencil method also works in this on-line environment!

Writing Assignments

There will be three types of writing assignments for this course.

1. You will take turns rotating as your study group's "coordinator." The coordinator will facilitate the group that week and post written summaries to the course site as indicated. These summaries will be primarily short descriptive reports of the group's response to assigned activities. They should clearly and concisely answer the question posed by the assignment

2. For each module you will write a reaction paper to the week's topics and assignments. These should be thoughtful, personal reflections on the topics and their relevance for your practice (submitted in your own personal blogs).

3. You will complete a case project (described later in this module) applying the course concepts to your classroom practice. The final write-up of this project will be about 10 pages and will be due the last week of class. This paper should conform to APA style. Please click on http://webster.commnet.edu/apa/apa_index.htm to review APA style.

Other writing resources can be found at:

http://uwcpress.uwc.utexas.edu/groups/uwcpresentations/wiki/47fb5/Writing_Process.html

http://www.rpi.edu/dept/llc/writecenter/web/handouts.html

http://owl.english.purdue.edu/

About Learning Online

This course will consist entirely of "on-line" activities. It will include a combination of web-based readings and activities that I provide in the form of a "lecture." The more interesting and fun part of the course is the on-line small group interaction that you will have with your classmates around course topics. One of the genuine surpises that I had as an instructor in my first on-line course was how effective and meaningful those completely "on-line" small groups were for learners. I was also surprised, and pleased, that I established warm and personal relationships with my on-line students.

Many first-time on-line learners fret a little about the technical demands of an on-line course. Everything that you will need to participate in the course will be provided through the web-site (https://angel.msu.edu/default.asp). Additionally, technical support is available 24-hours a day through the

Virtual University hotline (800/500-1554 (North America including Hawaii) or 517/355-2345 (East Lansing and international).

As part of the course, you will be visiting Internet sites and using web resources. You may find some of these resources helpful as you become more fluent and critical consumers of web-based course content: Good resources about navigating the net can be found at:
http://www.learnthenet.com/lesson-plans/start/index.php
Internet lingo http://www.netlingo.com/
Evaluating web resources http://www.widener.edu/libraries/wolfgram/evaluate
Researching with the internet http://www.slu.edu/colleges/AS/ENG/cai/research/

For those who haven't interacted much in an on-line environment, you may want to read about common rules of etiquette on the Net. Netiquette resources:
http://www.albion.com/netiquette/corerules.html
http://email.about.com/od/emailnetiquette/tp/core_netiquette.htm

Never hesitate to contact us if you have any questions or concerns – maupinan@msu.edu OR aupperl3@msu.edu