Advanced Classroom Management: Children as Change Agents

Instructor Name: Mick Jackson
Phone: 509-891-7219
Office Hours: 8 a.m. to 5 p.m. PST Monday - Friday
Email: mick@virtualeduc.com
Address: Virtual Education Software
16201 E Indiana Ave, Suite 1450
Spokane, WA 99216
Technical Support: support@virtualeduc.com

Introduction
Welcome to Advanced Classroom Management: Children as Change Agents, a course geared primarily for professionals (e.g., regular or special educators, instructional assistants, school psychologist, counselors) serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior. Since previous knowledge and understanding of traditional behavioral (operant) concepts and strategies is required, it is strongly recommended that you take an introductory behavior management course to learn the basic terms and concepts of behavior management prior to taking this “advanced” course.

This computer-based instruction course is a self-supporting program that provides instruction, structured practice, and evaluation all on your home or school computer. Technical support information can be found in the Help section of your course.

Course Materials (Online)
Title: Advanced Classroom Management: Children as Change Agents
Instructor: Mick Jackson, MS/ED
Publisher: Virtual Education Software, inc. 2005, Revised 2010

Academic Integrity Statement
The structure and format of most distance-learning courses presume a high level of personal and academic integrity in completion and submission of course work. Individuals enrolled in a distance-learning course are expected to adhere to the following standards of academic conduct.

Academic Work
Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student’s own work or appropriately attributed, in part or in whole, to its correct source. Submission of commercially prepared (or group prepared) materials as if they are one’s own work is unacceptable.

Aiding Honesty in Others
The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violations of these academic standards will result in the assignment of a failing grade and subsequent loss of credit for the course.

Level of Application
This course is designed to be an informational course with application to educational settings. The intervention strategies are appropriate for the remediation of challenging behavior in students ranging in age from approximately six years through adolescence.

Course Objectives:
- Know the terminology in the areas of behavior management, self-management and cognitive-behavior modification
- Know the relative merits and limitations of the behavioral and social-cognitive approaches to behavior management
- Understand the rationale for teaching students how to self-manage their behavior
- Understand the roles that cognitions and emotions play in the development of behavior problems
- Apply the self-management strategies covered in the course to the behavior problems of their own students
- Diagnose behavior problems and assess the efficacy of self-management interventions
- Increase the probability of students using self-management strategies in and outside of the classroom setting

Course Description
The Advanced Classroom Management course was developed as an alternative to traditional behavior modification approaches to changing student behavior. Although the course discusses and supports several behavior modification techniques, it goes beyond the boundaries of this approach. ACM teaches a social-cognitive approach to behavioral remediation. It compares and contrasts the two approaches, allowing students to gain a knowledge and understanding of each, but not refuting the use of either approach.

ACM incorporates the use of cognitive restructuring to aid in the modification of student behavior. The course teaches how to assist students in retraining their thinking so they may break old thought patterns that led to many aberrant behaviors. The modification of a student’s thought process allows them to view situations differently, process them differently, and then, be able to react to those situations in a more socially acceptable manner.

This course also teaches how to motivate students to be their own agents of change. It gives teachers useable strategies on how to teach self-motivation skills to classroom students. When students learn these self-motivation techniques, they begin altering behavior and responding to social situations and events more positively without parent or teacher intervention.

Essentially this course teaches teachers how to train students to recognize, evaluate, and respond to difficult interpersonal, classroom, school, and social situations with limited outside intervention. When students learn how to retrain their negative thought process and become better problem solvers, it takes the pressure of remediation off the teacher and places it on the student where it belongs. When this process is taught and used correctly, it will significantly reduce the number of interpersonal conflicts a teacher needs to deal with during school days and free up more time for academic instruction.

Since this is an advanced classroom management course, it is strongly suggested that students taking this course have some type of formal course training in either behavior modification or classroom management. Classroom experience can be substituted for actual course training, but even experienced teachers should have some background training in classroom management or behavior modification.

Student Expectations
As a student you will be expected to:
- Complete all four information sections covering Advanced Classroom Management: Children as Change Agents, showing a competent understanding of the material presented in each section.
- Complete all four section examinations, showing a competent understanding of the material presented.
- Complete a review of any section on which your examination score was below 70%.
- Retake any examination, after completing an information review, to increase that examination score to a minimum of 70% (maximum of three attempts). *Please note: Minimum exam score requirements may vary by college or university; therefore, you should refer to your course addendum to determine what your minimum exam score requirements are.
- Complete a course evaluation form at the end of the course.

Course Overview
Chapter 1: Introduction & Motivation
Presents a comparison of the behavioral and social-cognitive models of behavior management as they are used in the schools. Special attention is paid to the merits and limitations of each model and a rationale for when each should be used. A detailed description of how each model might be applied to a common behavior problem in the class is provided.
This chapter also discusses the concepts of extrinsic and intrinsic motivation, and introduces the concept of self-motivation (Self-mo). Provides a detailed explanation of how Self-mo can be used with students in school settings to eliminate and prevent behavior problems.

**Chapter 2: Cognitive Strategies**
Provides an introduction to cognitive behavior modification (CBM), types of cognitions, and how each influences emotions and behavior. Major focus is on the relationship between irrational thinking and anti-social behavior. Provides a detailed explanation of the CBM strategy, cognitive-restructuring, and how it can be applied to the behavior problems of children and youth in school settings. This chapter also covers the CBM strategies: self-instructional training (for destructive impulsivity), verbal mediation (dealing with temptation) and problem solving. Again, a detailed explanation of each strategy is provided along with its application in the classroom.

**Chapter 3: Stress Management Strategies**
Provides an introduction to stress and stress management, and the importance of the latter in preventing and dealing with behavior problems in the classroom. Focuses on the role of the CBM strategy, stress inoculation, in the management of anger in children and youth.

**Chapter 4: Using the Strategies**
Includes an explanation of how the teacher might decide which of the strategies covered in this course he or she should teach students; both the proactive and reactive approaches are discussed. With regard to the latter approach, a detailed explanation of the Pre-Mod analysis strategy for diagnosing behavior problems is provided. Also included is information on how to teach students self-management strategies so that they are more likely to use them outside of the lesson and the classroom, and how to measure the efficacy of these strategies in preventing and eliminating behavior problems.

**Examinations**
At the end of each chapter, you will be expected to complete an examination designed to assess your knowledge. You may take these exams a total of three times. Your last score will save, not the highest score. After your third attempt, each examination will lock and not allow further access. Your final grade for the course will be determined by calculating an average score of all exams. This score will be printed on your final certificate. As this is a self-paced computerized instruction program, you may review course information as often as necessary. You will not be able to exit any examinations until you have answered all questions. If you try to exit the exam before you complete all questions, your information will be lost. You are expected to complete the entire exam in one sitting.

**Instructor Description**
Mick Jackson, MS/ED, is an Intervention Specialist with a Master's Degree in Special Education, Behavioral Theory. Mr. Jackson has 15 years of combined experience in self-contained special education classrooms, resource rooms, and hospital day treatment in K-12 settings. He has developed and overseen mental health and intervention programs and directed staff in four states. Mr. Jackson has worked as a higher education adjunct faculty teaching distance courses in behavioral theory, Attention Deficit Disorder, and reading remediation for the past 14 years. Currently his courses are being offered through distance education programs with over 70 colleges and universities nationwide. He is the current President and Dean of Faculty for Virtual Education Software and has been working on distance course development since 1995.

**Contacting the Instructor**
You may contact the instructor by emailing Mick Jackson at mick@virtualeduc.com or calling him at (509) 891-7219 Monday through Friday, 8:00 a.m. - 5:00 p.m. PST. Phone messages will be answered within 24 hours. Phone conferences will be limited to ten minutes per student, per day, given that this is a self-paced instructional program. Please do not contact the instructor about technical problems, course glitches, or other issues that involve the operation of the course.

**Technical Questions**
If you have questions or problems related to the operation of this course, please try everything twice. If the problem persists please check our support pages for FAQs and known issues at www.virtualeduc.com and also the Help section of your course.

If you need personal assistance then email support@virtualeduc.com or call (509) 891-7219. When contacting technical support, please know your course version number (it is located at the bottom left side of the Welcome Screen) and your operating system, and be seated in front of the computer at the time of your call.

**Minimum Computer Requirements**
Please refer to VESi’s website: www.virtualeduc.com or contact VESi if you have further questions about the compatibility of your operating system.

Refer to the addendum regarding Grading Criteria, Course Completion Information, Items to be Submitted and how to submit your completed information. The addendum will also note any additional course assignments that you may be required to complete that are not listed in this syllabus.

Bibliography (Suggested Readings)


Course content is updated every three years. Due to this update timeline, some URL links may no longer be active or may have changed. Please type the title of the organization into the command line of any Internet browser search window and you will be able to find whether the URL link is still active or any new link to the corresponding organization’s web home page.

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