ED 222: Constructive Discipline
CRN# 34098

**Instructor**: Jessica Frederick

**Office**: LM 132

**Phone**: 541-917-4901

**E-mail address**: frederj@linnbenton.edu

**I.** **Course Description**

Focuses on supporting children’s healthy social-emotional development to develop friendships, interact with teachers, and meet classroom expectations in developmentally appropriate ways. Students will explore the meaning of children’s behavior. They will practice with social-emotional strategies which support emotional literacy and the management of big emotions. Students will develop behavior plans for teaching children new behavioral skills and supporting children with challenging behaviors. The class content is based on the model and strategies of Positive Behavior Interventions and Support (PBIS). Throughout this course, you will be working alongside a coach to ensure your successful course completion. The coach will help you with questions about the course and sharing ideas to help you implement new strategies into your workplace.

**II.        Course Outcomes** *Students will be able to:*

* Create developmentally appropriate materials to support developing
 friendship skills of children.
* Apply developmentally appropriate teaching strategies to guide children’s
 behavior.
* Develop a plan for supporting social-emotional development, teaching new skills,
 and preventing challenging behavior.

 **III.        Required Text and Materials**

<http://csefel.vanderbilt.edu>

**All text materials will be on Moodle. It will be your responsibility if you would like printed materials.**

Usage of Google Docs as assigned, Microsoft WORD (not microsoft works or wordpad) or an open source internet site such as Google Docs to submit electronic assignments.

You must always have access (and backup access) to the internet.

Ability to access and utilize Moodle, your LBCC email, and Google Drive. (your coach will help you get access if you have never used these before)

**IV.       Class Structure**

This course is taught *exclusively* on Moodle. As class members you will be enrolled on LBCC’s e-learning system as a portal to Moodle. You must have reliable access to the internet. Moodle will be used for all forums, assignment submissions, and final. We will not meet as a group. Once you have accessed Moodle, you can bookmark it and access it directly from your computer. *Log on as soon as possible and update your password and contact information. Continue to log on regularly throughout the duration of the term.*

It is our shared responsibility to develop and maintain a positive learning environment for everyone in the class. I take this responsibility very seriously and will inform members of the class if their behavior makes it difficult for me to carry out this task. As a fellow learner, you are asked to respect the learning needs of your classmates and assist your instructor in achieving this critical goal. Below are some specific ways you can help.

1. Every Sunday the weeks assignments will open on Moodle. This will include rubrics for assignments and the COACH check in. **It is important to check in that week as early as possible to know what is required of you that week.**
2. **Read** assigned material, post in the forum, and check in with your facilitator ***before*** the Weekly Assignment for which it has been assigned. The basic pattern to the class is read PowerPoint and any assigned reading, forum post/response, complete Facilitator check in, do assignment as needed, etc.
3. Check Moodle frequently. **Post your questions in the class forum.**
4. **Participate** in forum discussions. Remember your OWN post is due on Thursdays and two RESPONSEs are due the following Sunday. More information about this below.
5. **All assignments (unless otherwise stated) must be submitted through Moodle.** It is essential that you access Moodle consistently and frequently. *I will not accept emailed assignments*. *I repeat, I will not!* Be proactive in troubleshooting how to upload assignments successfully prior to due dates. ***Do NOT make it a habit to submit assignments within the last hour it is due, as you run the risk of getting kicked out of the system or glitches that become barriers to submitting on time. All 11:59 p.m. due dates are firm***.

***Late is late is late, even if it’s submitted at 12:00 a.m.***

**VI.       Expectations about your skills and abilities as a student:**

* Sign online weekly to Moodle.
* Participate as a team member.  Help others learn and grow.
* Complete assigned readings.
* Stretch a bit beyond your ‘comfort zone’. Be open-minded.
* Use spell check when submitting assignments.

**VII.      Advice:**

* Use your course packet as a resource. There is a lot of helpful information in there about the class process and children’s creativity.
* Apply what you are learning to the children in your life.
* Ask for help from your coach or instructor if you need assistance
* Be open-minded. Consider alternative perspectives.
* If you need to communicate with me please do so through email.

**VII.      Grades will be based on the following required assignments:**

|  |  |  |
| --- | --- | --- |
| **Assignments** | **Total Pts** | **Your Points** |
| Weekly Forum (10 Weeks 20 Points Each) | 200 |  |
| Who Am I? Paper | 100 |  |
| Friendship Skill Lesson Plan | 100 |  |
| Emotions Lesson Plan | 100 |  |
| Case Studies Observation | 100 |  |
| Case Studies Evaluation | 100 |  |
| Final Reflection Paper | 100 |  |
| Weekly Coach Check Ins (10 Weeks 20 Points Each) | 200 |  |

 **Total points: 1000**

 ***Rubric: a set of guidelines to help you complete your assignments and scoring guide for the instructor***

**Forums**: Each week on Sunday a forum question will open on Moodle. You will need to have an initial Forum post on Thursday of that week and two Forum responses to two classmates by that following Sunday. Forum posts and responses need to be a minimum of 5 sentences (1 paragraph each)

**Written assignments**: There will be a rubric given out the Sunday before the assignment is due.

**Coach Check In**: Each week there will be an assignment to meet/email/call your coach. These will be posted each Sunday and will be due the following Sunday. With the exception of Weeks 4 and 5, Coaches Check In Need to be 2 paragraphs 5 sentences per paragraph at a minimum.

**Lesson Plans**: A major part of PBIS is understanding social/emotional development. There will be a set rubric given the week the assignment will be due.

**Case Studies**: There will be a few case studies of children within the PowerPoint slides. A rubric will be available along with the format of the case studies requirements the Sunday before the Sunday it will be due.

**Late assignments** will have a total of 10% deducted for each week.
 **Week 1-5 assignments will not be accepted after Week 5.
 Week 6-10 assignments will not be accepted after week 10.**

 A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 59% or less

      900-1000 800-899 700-799 600-699 590 or less

*Note: Students who may need accommodations due to documented disabilities, or who have medical information which the instructor should know, or who need special arrangements in an emergency, should speak with the instructor during the first week of class. If you believe you may need accommodation services, please contact Center for Accessibility Resources at 541-917-4789. If you have documented your disability, remember that you must make your request for accommodations through the Center for Accessibility Resources Online Services web page every term, in order to receive accommodations.*

*LBCC maintains a policy of nondiscrimination and equal opportunity in employment and admissions, without regard to race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability, Vietnam era, or veteran status.  (See Administrative Rule No. E029 and Board Policy Series No. 6090.)*

**VII***.***Calendar /Course Outline**

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| **WHAT WE DO WHEN** | **Topic** | **Readings Due Today** | **Assignments Due Today** |
|  **1****1/5/20-1/12/20** | Introduction to Course, Introduction to Moodle | Syllabus | Initial Login to course due 1/7Week 1 Forum Post due 1/9Week 1 Forum Responses due 1/12Week 1 Coach Check In due 1/12 |
| **2****1/12/20-1/19/20** | Pyramid | Module 1Slides 1-9 | Week 2 Forum Post due 1/16Week 2 Forum Responses due 1/19Week 2 Coach Check In due 1/19 |
| **3****1/19/20-1/26/20** | Relationships | Relationships SlidesModule 1Slides 10-38 | Week 3 Forum Post due 1/23Week 3 Forum Responses due 1/26Week 3 Coach Check In due 1/26**Assignment #1:** Who Am I? Paper due 1/26 |
| **4****1/26/20-2/2/20** | Physical Environment | Physical Environment SlidesModule 1Slides 39-67 | Week 4 Forum Post due 1/30Week 4 Forum Responses due 2/2Week 4 Coach Check In due 2/9 |
| **5****2/2/20-2/9/20** | Structured Environment | Structured Environment SlidesModule 1Slides 68-146 | Week 5 Forum Post due 2/6Week 5 Forum Responses due 2/9Week 5 Coach Check In due 2/9 |
| **6****2/9/20-2/16/20** | Friendship Skills | Friendship Skills SlidesModule 2Slides 1-39 | Week 6 Forum Post due 2/13Week 6 Forum Responses due 2/16Week 6 Coach Check In due 2/16**Assignment #2:**  Friendship Skills Lesson Plan due 2/16 |
| **7****2/16/20-2/23/20** | Emotion Skills | Emotion Skills SlidesModule 2Slides 40-113 | Week 7 Forum Post due 2/20Week 7 Forum Responses due 2/23Week 7 Coach Check In due 2/23**Assignment #3:** Emotions Lesson Plan due 2/23 |
| **8****2/23/20-3/1/20** | Individualized Plans | Individualized Plans Slides AModule 3aSlides 1-57 | Week 8 Forum Post due 2/27Week 8 Forum Responses due 3/1Week 8 Coach Check In due 3/1**Assignment #4:** Case Studies Observation due 3/1 |
| **9****3/1/20-3/8/20** | Individualized Plans | Individualized Plans Slides BModule 3bSlides 1-46 | Week 9 Forum Post due 3/5Week 9 Forum Responses due 3/8Week 9 Coach Check In due 3/8 |
| **10****3/8/20-3/15/20** | Individualized Plans | Individualized Plan Slides CModule 3bSlides 47-121 | Week 10 Forum Post due 3/12Week 10 Forum Responses due 3/15Week 10 Coach Check In due 3/15**Assignment #5:** Case Studies Strategic Plan due 3/15 |
| **11****3/15/20-3/18/20** | **FINAL** |  | **Assignment #6:** Final Reflection Paper due 3/18/20 |

**The instructor reserves the right to make changes in the course schedule**