ED 222: Constructive Discipline

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**Office hours**: Thursday afternoons or by appointment

**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.

**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**

Bilmes, Jenna (2004).  [Beyond Behavior Management,](https://ebookcentral.proquest.com/lib/linnbentonebooks/detail.action?docID=927899) 2nd Ed. St. Paul, MN: Redleaf Press.

**IV.       How to be SUCCESSFUL in this course:**

* Use Weekly Checklist to complete weekly online activities and assignments.
* Actively participate in your online small group.
* Be open-minded and respectful.
* Complete assignments on time.   Type all assignments.

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

* Complete assigned reading & submit chapter organizer notes in Moodle
* Participate as a supportive teaching team member.  Help others learn and grow.
* Stretch a bit beyond your ‘comfort zone’.
* Ask questions for clarity.  You are responsible for your own learning. Be proactive.
* Schedule an appointment with me if you need additional support.

**VII.      Advice:**

* Use resources in Moodle as a support
* Apply what you are learning to the children in your life.
* Be open-minded.  Consider alternative perspectives.
* Be respectful of different opinions and values.

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

| **Assignments** | **Total Points** | **Your Points** |
| --- | --- | --- |
| Weekly Chapter Organizer notes (20pts wk x 9 weeks) | 180 |  |
| Small Group Weekly Participation  (10 pts wk & 30 pts comm with your group) | 100 |  |
| Checklist & Class Exercises  (20 pts wk x 10 weeks) | 200 |  |
| Small Group Project | 50 |  |
| Collaborative Experiences Sharing Forum | 50 |  |
| Child Trauma Research Paper | 100 |  |
| Friendship Skills Learning Experience Plan | 70 |  |
| Case Studies | 50 |  |
| Scripted Story | 80 |  |
| Understanding & Responding to Children’s Behavior | 45 |  |
| Coping Skills Toolkits | 75 |  |

**Your total points:  
Written assignments** will be evaluated on the following:       
 \*  Creativity; Detail and description; Clarity & Quality & Application of educational   
 content to classroom experience and/or reading reflections.

*Please see rubric below for additional guidance.*

**Late assignments** will have a total of 10% deducted for each week unless you use a late coupon. You **have 2 late coupons** that can be used to turn in assignment a week after due date without 10% deduction.   
 **Week 1-4 assignments will not be accepted after Week 5.   
 Week 5-9 assignments will not be accepted after week 10.**

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 94-11 | 90-93 | 87-89 | 84-86 | 80-83 | 77-79 | 74-76 | 70-70 | 67-69 | 60-66 | <60 |
| Excellent | | Good | | | Satisfactory | | | Passing | | Fair |
| **What this means:**  Grades in this range indicate that your work was simply superb. My comments and suggestions relate only to ways you might extend your thinking. Your product shows complete and flexible mastery of course objectives and outcomes. | | **What this means:**  Grades in this range indicate that your work is solid. My comments and suggestions identify a few points that you have misunderstood, confused, or omitted. But overall, your product shows appropriate mastery of course objectives and outcomes. | | | **What this means:**  Grades in this range indicate that your work is acceptable. My comments and suggestions identify many points that you have misunderstood, confused, or omitted. Your product shows that you have made progress toward mastering course objectives and outcomes, but that further work is needed. | | | **What this means:**  Grades in this range indicate that you have put effort into your work, but the product shows little progress toward mastery of course objectives and outcomes. | | **What this means:**  Grades in this range indicate that little effort was put into completion of course assignments. The product shows little progress toward mastery of course objectives and outcome |

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.* **Academic integrity**

Academic integrity is the principle of engaging in scholarly activity with honesty and fairness, and participating ethically in the pursuit of learning. Academic integrity is expected of all learners at LBCC. **Behavior that violates academic integrity policies at LBCC includes cheating, plagiarism, unauthorized assistance or supporting others in engaging in academic dishonesty, knowingly furnishing false information, or changing or misusing college documents, among others**. LBCC students are responsible for understanding and abiding by the [College’s academic integrity policy.](https://www.linnbenton.edu/about-lbcc/administration/policies/board-policies-and-administrative-rules/7000-series-student-services/ar-7030-02.php)

**If I become aware of academic misconduct, I will meet with the student(s) in question to discuss the matter and may assign a consequence of an “F” or “NP” for part of the assignment, the entire assignment, or the course overall.** I will also report the matter to the Manager for Student Conduct and Retention, and the College may take further disciplinary action. When in doubt if something constitutes academic misconduct, please contact me and ask for clarification. **VII***.***Calendar /Course Outline**

| **Small Group Weekly Mtg Information** | **Topic** | **Readings Due Today** | **Assignments Due Today** |
| --- | --- | --- | --- |
| **1** | Positive Guidance & Brain Development |  | **Due Jan 17, 2023**  \* Weekly Checklist & Exercises  Review Course Packet & Moodie Page |
| **2** contact small group members | Brain Development, Attachment & Child Trauma | Chapters 1 & 2 | **Due Jan 24** \* Weekly Checklist & Exercises \* Week 2 Chapter organizer notes |
| **3**  1st small group mtg | Belonging: Friendship & Community | Chapter 3 | **Due Jan 31** \* Weekly Checklist & Exercises \* Week 3 Chapter organizer notes  **Assign:** Trauma Research Paper |
| **4** | Self-Regulation | Chapter 4 | **Due Feb 7**  \* Weekly Checklist & Exercises \* Week 4 Chapter organizer notes |
| **5** | Social-Emotional Skills; Managing Strong Emotions | Video: Dr. Bruce Perry; S-E Dev in ECE | **Due Feb 14**  \* Weekly Checklist & Exercises \* Week 5 Chapter organizer notes  **Assign:**  Friendship Skills Learning Experience Plan |
| **6** Start small group Projects | Collaboration; Conflict-Resolution | Chapter 5 | **Due Feb 21**  \* Weekly Checklist & Exercises \* Week 6 Chapter organizer notes |
| **7**  Continue Start small group Projects | Contribution; Problem-Solving | Chapter 6 | **Due Feb 28**  \* Weekly Checklist & Exercises \* Week 7 Chapter organizer notes  **Assign:** Case Studies |
| **8** Finalize small group project & submit | Understanding Behavior | Chapter 7 | **Due Mar 7**  \* Weekly Checklist & Exercises \* Week 8Chapter organizer notes **Assign:** Small Group Project Due |
| **9** | Comprehensive Guidance; Teaching Replacement Skills | Chapter 8 | **Due Mar 14**  \* Weekly Checklist & Exercises \* Week 9 Chapter organizer notes  **Assign:** Understanding & Responding to Children’s Behavior |
| **10** | Trauma Responsive Classrooms | Article: The Role of Time-Out & Ta Guidance Manual, p. 24-33. | **Due Mar 21**  \* Weekly Checklist & Exercises \* Week 10 Chapter organizer notes  **Assign:** Scripted Story |
| **11** |  |  | **Due Mar 22 Assign:** Coping Skill Toolkits |

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