Shoolman Graduate School of Jewish Education
CG-EDUC 555: Behavior Management in the Inclusive Classroom
Mr. Ariel Margolis
Summer 2014-2015

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Help me hours: Class time and by appointment (Click here to book an appointment with me!)

Essential Questions: This course will prepare students to implement behavior change strategies within various educational settings. By the end of the course, students will be able to answer:
- How does the teacher develop supportive structures that lead to positive interactions among students with and without special needs, and between students and teachers?
- How does the teacher incorporate Jewish values in behavior management?

Course Description:
Picture it. Twenty-five pairs of young eyes staring at you as you enter the classroom, the bunk, or youth service. What is going through your head? Do you run out screaming? Do you state your name and that you were a former jail guard? Do you shower them with flowers and chocolates? WHAT DO YOU DO???

No worries! By the end of this course, you will know what to do! We are going to build, design, assess, reflect, and redesign a behavior management philosophy that fits you as an aspiring Jewish Educator. We will discover and learn strategies to create a positive nurturing, and structured environment for a whole inclusion class. We will also explore and develop meaningful ways to meet individual students’ needs with regard to behavior management.

Learning Objectives:
1. Develop and state a personal philosophy of behavior management for: (a) whole class settings (b) individual students with and without special needs (c) formal and informal educational settings and that (d) includes Jewish values.
2. Research current philosophies of behavior management
3. Research current strategies of behavior management, including educational technology
4. Design a classroom (layout, routines, structures)
5. Learn, perform, and report on a Functional Behavior Analysis on a student
6. Prepare Social/Emotional component of IEP & develop SMART goals for behavior management
7. Enhance and practice the reflective process
8. Develop skills for student-driven collaborative and independent learning

Class Times:
3 Google Hangouts TBD (EDT/Boston, MA time) - we will use the time to learn together and go over instructions for assignments. Currently, the following days will be learning sessions: TBD. Finally, I reserve the right to make any specific Google Hangout time mandatory.

**Texts:** All texts will be provided electronically. The following texts will be used (as of 06/01/14) and are subject to change:


**Course Structure:**
This will be a flipped personalized student driven class structure. Say what? No worries! Let's break it up:

a. **Flipped** - What that means is that we will learn new material mainly outside of class and then bringing the knowledge and questions to class. Sometimes, we will study new material in class, too. But for the most part, you will be introduced to the concepts at home. Regardless, be it at home or in the classroom, we will learn concepts together and then apply them to problems by which we will solve together, in small groups, or individually.

b. **Personalized** - Each of you is unique and special with gifts both your parents and God gave you. So, it should come to no surprise to anyone that (a) each of you learns differently and (b) each of you has different interests. Personalized Learning taps into both of those facts. Each of you will create your own special path to learn - both concepts (e.g., RTI) and skills (e.g., create your own classroom routines). Using your Smarts (that is, your learning styles) and what you are interested in studying, you will become Captains of your own learning!

c. **Student Driven** - There are two common phrases being used in today's education world to describe teaching styles: “sage on the stage” and “guide on the side.” The former is when the teacher delivers the content and is the primary source for information in addition to steering the class topics and discussions. The latter is when the students take the lead in both selecting the topics and finding the information. The teacher’s role is to be there for guidance and co-learner. It puts the ownership of the learning on... you guess it! You!

So, what will our course look, sound and feel like? Each of you will be working on several individual and collaborative projects simultaneously. Each of you will be researching your own sources and designing your projects based on your interests. As a fellow colleague of mine says, it's organized 4D chaos! And it's a lot of fun, too! Yet, as I tell my 8th graders, you, my students, are my priority. You are the core component to my course. You are the energy, the driving force that will make this course a fun and exciting learning experience. In order to sustain the core’s energy, it is my role to help create, foster, and nurture an environment where this core - that is, all of you - can thrive and enjoy learning. The core is surrounded by: academic success, challenges, assistance, caring, and a desire, excitement, and love to learn with and from one another.

**Assignments:**

a) Design your own classroom - create a digital model of your classroom. This will combine your personal choice and what you have learned thus far from pedagogy classes and what you will learn about classroom
management. It will be a work in progress - that is, each week, you will edit the design so that you can see the progression based on your learning. It will be personalized based on what grade and subjects you wish to teach. You will have two versions - one based on your research prior to student teaching and then a second based after you student teach. An introduction/explanation behind the design each version should be made (parameters for introduction will be given closer to due dates). Finally, a small reflection on the process (e.g. Did this project involve critical thinking on your part?) and the project is due (any format you choose). Link to digital classroom design sites: http://bitly.com/bundles/moreh2000/3 and resources.

Pre-Student Teaching Version Due:
Post Student Teaching Version Due:
(worth 5% of your grade)

b) Journal/Chesbon Hanefesh - throughout the semester, you will reflect on: (a) your own experiences as a student (formal/informal) on classroom management (b) an interesting discovery from your research (c) an article, video, or text video I give you found in a playlist. Some questions might be: which teachers impacted the most with regard to interpersonal skills/relationships? What experiences would they like to emulate? What experiences would like to stay away from? What is your philosophy toward behavior management? How has it changed? How is the article/video's position or strategies on classroom management "jive" with your own vision as a teacher? What would you like to try?

You will complete the playlist, and please free move around or skip around the playlist. This means, you can go through the playlist in your own manner (i.e., spread it out over the course, do it in chunks, etc.). By the end of the course, you will have completed all the steps in the playlist. Sometimes, you will be asked simply to watch/read/listen to it. Other times, you will be asked to answer a question (based on the instructions of the particular step). Each week, you will submit a reflection based on a step in the playlist, for a minimum of 15 reflections. Nine steps are required for reflections (the first nine in the playlist). The rest of the reflections can be based on any other step (save for the last 5 in the playlist). Reflections can be in a variety of media (writing, audio, video). While you are required to submit a weekly reflection, more are encouraged. A log/portfolio of the reflections should be kept and will be turned it at the end of the semester. All materials found on LessonPaths Playlist: Behavior Management. (To activate your LessonPath account, find the email from LessonPath and go through the steps to access your account. Your username is your non-Hebrew College email and your password is your first name & last name (ex: ariel margolis)

Weekly Reflections are due FRIDAY @ 12pm (EDT Time). (Worth 20% of your grade: 5% for completing all steps in playlist and 15% for each reflection.)

c) Case Study - You will orally present (maximum 5 min.) a case study and facilitate a class discussion (5-10 min.). You will select a student in your student teaching experience. You will write up a history of the student. You will gather data based on your observations, by performing a functional behavior analysis, describe the child’s strengths and weaknesses, academic and social skills. Describe the ABC’s of a specific behavior. Raise questions or concerns you have about a specific child, specific incident, or overall classroom management strategies you observe and/or use. Then, develop a plan to help this student with his/her behaviors and creating recommendations to solve the behaviors (e.g., token economy, incentive plan). Format of case study to be presented prior to student teaching.

Final Version of Case Study due. Presentation/Discussion to take place on (Worth 20% of your grade - materials will count 12% and presentation/discussion will count 8%)

d) 3D Story Board - You will create digital story boards describing how you will teach 2 classroom routines of your choosing, perform morning meetings, perform a LIFE SPACE interview, and deal with 2 behavior management scenarios of your choosing. You have the option to collaborate on this with a peer, in small groups, or as a whole class. Link to storyboard creators: http://bitly.com/bundles/moreh2000/2
Final Versions of Story Boards due: TBD. To help you keep on track, feel free to follow the suggested schedule of due dates:

(Worth 10% of your grade)

e) Research Project on Classroom Management THIS IS THE BIGGIE - you will select a topic, formulate a question, perform background research (minimum of 15 sources, which should include scholarly articles in addition to websites, videos, podcasts, etc. {Wikipedia may NOT be a primary source}), and then create a lesson plan (which includes a summary of your findings) and activity for the rest of the students if we were to participate in a real live class. Finally, you will reflect on your research. You are to collaborate in pairs (special approval to work independently is required). Topics are:

   a) Response To Intervention (RTI), including being able to identify if a behavior is due to ED or LD
   b) Whole Classroom Behavior Management - how to build community of respect within the classroom in an inclusion setting? In a formal setting (classroom), informal setting (field trip)?
   c) Individual Student Behavior Management - how to help a specific student in inclusion settings, both formal and informal?
More details to follow in our 2nd session.

Research Presentation and Activity due:

End of Course reflection & compare/contrast):

(Worth 30% of your grade: 15% - pre-student teaching activity/lesson, 5% - teamwork, 5% - presentation, 5% - post-student reflection/discussion)

f) IEP, 504, ISP - you will learn the intricacies of what goes into an IEP, 504, and ISP and how to prepare and write for an IEP Behavior section and then submit a sample.

Final Version due:

(Worth 5% of your grade)

g) ePortfolio - As you research, you will compile resources and create a digital portfolio of all the resources. Resources include websites, experts, organizations - thus, creating a foundation for a PLN.

   ePortfolio will be created on 6/15 and finalized on 8/14   Suggested software: www.symbaloo.com

(Worth 5% of your grade)

h) Mandatory Google Hangouts, weekly check ins (via Google Hangout or email)

(Worth 5% of your grade)

Course Accommodations for Disabilities:  
Hebrew College is committed to ensuring the full participation of all students in programs. Accordingly, if a student has a documented disability, and as a result, needs a reasonable accommodation to attend, participate or complete course requirements, then he or she should inform the instructor at the beginning of the course. For further information, see the Student Handbook at http://hebrewcollege.edu/sites/default/files/student_handbook.pdf.

If you require course accommodations because of a documented disability or an emergency medical condition, please email your instructor as soon as possible. We are happy to work with you on any issues you have to ensure that you can participate fully in the class and complete the course requirements. Please do not wait until the assignments are due for a retroactive accommodation, but discuss the situation with your instructor before you experience difficulty.
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