SYLLABUS

ADVANCEMENT COURSES™
A Wiley Brand

Curbing Disruptive Behavior

15 Clock Hours
Why should teachers take our courses?

A Focus on Student Success
Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable
We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments
As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice
A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations
While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community
A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.
Curbing Disruptive Behavior

Course Description

Let’s face it: Sometimes students disrupt our classes. It only takes one student to derail an entire lesson or even an entire year. Many teachers have experienced reduced support from administrators while student behavior problems seem to be increasing. And most of the time, teachers are on their own to stop disruptive behavior.

In this course, you will take a hard look at the effectiveness of your current classroom management plan and explore strategies for improving any weak spots. You’ll develop preventative techniques for stopping behavior issues before they start, such as establishing positive communication with your students’ families. In addition, you’ll create intervention strategies for when disruptive behavior does occur so that you can respond calmly and effectively to keep your class on track.

Using the proven, practical solutions from this course, you will be equipped to take back control of your classroom—starting today.

Connections to Practice

This course provides the following classroom connections:

- Strategies to put in place to reduce disruptive behaviors in your classroom
- Methods for partnering with parents to support your behavior plan
- Strategies for obtaining student buy-in regarding behavior plans
- Effective responses to employ when disruptive behavior occurs

Course Objectives

In this course, participants will:

- Develop the personal and professional goals you hope to achieve by the end of this course.
- Devise evaluation methods for progress and success at meeting personal and professional goals set for this course.
- Evaluate the effectiveness of your current approach to classroom management.
- Devise preventive strategies to put in place to reduce disruptive behaviors.
Develop a classroom management plan that includes how you will respond when disruptive behavior occurs.

Charlotte Danielson Framework for Teaching Alignment

Domain 2: Classroom Environment
2a Creating an Environment of Respect and Rapport
2c Managing Classroom Procedures
2d Managing Student Behavior

Domain 4: Professional Responsibilities
4a Reflecting on Teaching
4b Maintaining Accurate Records
4c Communicating With Families

Course Engagement and Resources

To complete this course, you will have the opportunity to choose between two options for engagement. You may participate in each online module within the LMS (Moodle) by completing the readings, discussion forums, and activities. Or, if you prefer, you may download the activity packet that is located within the course to complete on your own, and submit to the assignment blocks throughout the course as directed.

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

As part of both course engagement options, your course facilitator will be available to you to answer questions and provide written feedback on your Final Project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

- Online reading, viewing, and listening resources will be provided in each module.
Method of Evaluating Student’s Performance

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Assignment (Types)</th>
<th>Total Point Value</th>
<th>Percentage of total possible points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Self-reflection and goal setting, concept practice questions, and discussion forums</td>
<td>5 points</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project</td>
<td></td>
<td>10 points</td>
<td>70%</td>
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</table>

*Please note that to pass this course, you must receive a percentage of 80% or higher.*

Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a Self-Reflection and Goal Setting assignment in the first module, in which each learner will articulate what they hope to learn/achieve because of the course. Learners will be guided to reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners participating in the online engagement option will be expected to post one original response to the prompt and are highly encouraged to respond to two peers.

Learners participating in the course via the Activity Packet option are not required to participate in the online Moodle discussion forums, but will complete the discussion for each module with an organized and comprehensive written response in the Activity Packet that corresponds with the module. Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

**Final Project**

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Does Not Meet Expectations (1 points)</th>
<th>Partially Meets Expectations (3 points)</th>
<th>Meets Expectations (4 points)</th>
<th>Exceeds Expectations (5 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Course Content</td>
<td>Checkpoint relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates superficial information about course concepts. The learner provides a superficial reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates clear information about course concepts. The learner provides a satisfactory reflection upon how they will evaluate personal progress toward established course goals.</td>
<td>Checkpoint relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how they will evaluate personal progress toward established course goals.</td>
</tr>
<tr>
<td>Alignment of Student Outcomes</td>
<td>Checkpoint activity’s alignment to course learning outcomes is unclear or absent.</td>
<td>Checkpoint activity aligns with 1–2 course learning outcomes.</td>
<td>Checkpoint activity aligns with 2–3 course learning outcomes.</td>
<td>Checkpoint activity aligns with 3–5 course learning outcomes.</td>
</tr>
</tbody>
</table>
Course Outline

Module 1

Review the resources provided in Module 1, and complete the:

- Self-Reflection and Goal Setting Activity
- Introductory Forum
- Module 1 Content Lesson
- Module 1 Online Resources
- Module 1 Concept Practice
- Module 1 Discussion

Module 2

Review the resources provided in Module 2, and complete the:

- Module 2 Content Lesson
- Module 2 Online Resources
- Module 2 Concept Practice
- Module 2 Discussion
- Final Project

Technology Requirements

Please review the System Requirements for Moodle.

Compliance with the Americans with Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (Webster’s New Collegiate Dictionary, Springfield: G. & C. Merriam Company, 1973, 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.
**Cheating:** Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

**References**


Linsin, M. (2014, August 2). Why you shouldn't let your students decide the class rules.


PBIS. (n.d.). What is tier 3 PBIS.


Project IDEAL. (n.d.). Developing classroom expectations.


Tallman, M. (n.d.). The most important letter teachers should send home on the first day of school [Blog post].

TeachThought. (2018, August 23). 27 ideas for students who finish their work early.

Teach for America. (n.d.). *Assess causes of misbehavior to tailor your response*. 


TEDx Talks. (2017, December 5). *What can we do with disruptive children? Debbie Breeze TEDxNantwich* [Video file].


Venet, A. (2016, July 12). Building empathetic relationships with the parents of your most challenging student.
Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a leader in professional development, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

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