



**PSY 519**  
**Psychological Perspectives on Classroom Behavior**  
**8:00 am-11:15 am**  
**Monday - Friday, Via Zoom**  
**Western Kentucky University**  
**Summer: June 8 – 26, 2020**

**Instructor**

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Office Hours: TBD.

**Required Text**

Simonsen, B., & Myers, D. (2014). *Classwide positive behavior interventions and supports: A guide to proactive classroom management*. New York: Guilford Publications.

**Required Articles.**

Houchens, G. W., Zhang, J., Davis, K., Niu, C., Chon, K. H., & Miller, S. (2017). The impact of positive behavior interventions and supports on teachers' perceptions of teaching conditions and student achievement. *Journal of Positive Behavior Interventions*, 19(3), 168-179.

Jolstead, K. A., Caldarella, P., Hansen, B., Korth, B. B., Williams, L., & Kamps, D. (2017). Implementing positive behavior support in preschools: An exploratory study of CW-FIT Tier 1. *Journal of Positive Behavior Interventions*, 19(1), 48-60.

Kennedy, M. J., Hirsch, S. E., Rodgers, W. J., Bruce, A., & Lloyd, J. W. (2017). Supporting high school teachers' implementation of evidence-based classroom management practices. *Teaching and Teacher Education*, 63, 47-57.

Tyre, A. D., Feuerborn, L. L., & Woods, L. (2018). Staff concerns in schools planning for and implementing school-wide positive behavior interventions and supports. *Contemporary School Psychology*, 22(1), 77-89.

Shuster, B. C., Gustafson, J. R., Jenkins, A. B., Lloyd, B. P., Carter, E. W., & Bernstein, C. F. (2017). Including students with disabilities in positive behavioral interventions and supports: Experiences and perspectives of special educators. *Journal of Positive Behavior Interventions*, 19(3), 143-157.

**Additional Required Readings**

Scott, T. M. (2016). *Teaching behavior: Managing classrooms through effective instruction*. Thousand Oaks, CA: Corwin Press. Chapters: 6, 9, 10, 12, 13  
*Additional readings as assigned.*

**Catalog Description of Course**

Strategies and techniques designed for coping with problem behaviors in the classroom. Covers both preventative and problem encounter measures.

### **Course Objectives and NASP Standard(s)**

Through active participation in this course, students will perform the following:

1. Integrate psychological theory, principles, and ideas into logical, consistent, and evidence-based approaches to behavioral management at the building, classroom, and individual student levels (NASP 2.5).
2. Demonstrate an understanding of, and the ability to apply, the underlying principles of a school-wide positive behavior support system (NASP 2.5).
3. Analyze and suggest evidence-based solutions and approaches to various types of motivational and problem situations, keeping in mind the diverse cultural and socio-economic differences in children (NASP 2.4, 2.6, 2.8).
4. Demonstrate the ability to evaluate potential factors involved with inappropriate classroom behaviors and collaboratively plan strategies to accommodate teachers' and learners' needs (NASP 2.5).

### **Course Requirements**

#### **General Overview**

This course will consist of drafting a classroom management plan, presenting the plan, reading quizzes, and other possible weekly assignments. The assignments are designed to promote content retention, practical application, and **self-directed** professional engagement related to psychological perspectives of classroom behavior. Students are responsible for completing all assignments by the due date and understanding each assignment's requirements. Periodically, you will be given directions in class that are not listed in the syllabus, it is your responsibility to record, understand, and adhere to them. The professor reserves the right to change any part of the assignment or grading scheme as needed, and it is the responsibility of the student to know what those changes are.

Unless otherwise noted, all assignments should be submitted to Blackboard. Any assignment or document submitted by other means will not be graded and considered not submitted. Before submitting any assignment, confirm the absence of grammatical or mechanical errors in your writing. Excessive errors will result in point deductions or a 0 for the assignment.

#### **Quizzes** (10 x 20 points each = 200 points, NASP 2.4, 2.5, 2.6, 2.8)

In this course, students are expected to engage with the material independently and to mastery. To facilitate this, ten (10) quizzes are given, which cover the readings and other material from class. There will be seven (7) chapter quizzes and three (3) article quizzes. These will consist of multiple choice and short answer questions.

All quizzes are due by the beginning of class on the date indicated. All quizzes are take home quizzes and will be reviewed as a class at the beginning of each class period they are due. Students are expected to complete their quizzes in either black or blue ink only. Students are expected to self-correct their quizzes in a different color ink than was used to complete the quiz.

#### **Classroom Management Plan Guidance Document** (200 points, NASP 2.5, 2.6)

Student will be assigned behavior support teams (BST) by the instructor. The purpose of the BSTs are to give students the experience of working with a team because behavior support from the school- to classroom- to individual-level is often done in collaboration. Team size will vary depending on enrollment. The structure and roles within the team will be reviewed in class.

Teams will be responsible for developing a school- and class-wide positive behavior support system to address school and classroom behavior management. These should integrate elements from the text readings, lectures, and articles.

**Structure.** The document is expected to have the following general elements:

- a) Cover page
- b) Table of Contents
- c) Main document
- d) Appendices

**Cover page.** The cover page should conform to APA style from the 7th edition manual. If you have questions regarding APA style, it is recommended that you consult with the Publication Manual of the American Psychological Association, 7th Edition, as well as other online writing sources, e.g., OWL at Purdue.

**Table of contents.** The table of contents should be arranged by section and start with the title and page number for the first section of your guidance document. Use only the major section titles to keep it clear and concise. For ease of formatting, the table function in word can be used to have aligned components.

**Main Document.** The main portion of the document should have multiple major sections and each major section should have at minimum three (3) subsections within each major section. The three subsections are: (1) concepts and content, (2) ideas or tips for practical application, and (3) additional resources. The concepts and content section should succinctly summarize the must-know information for each of the following major topic areas:

- 1. Overview of PBIS
- 2. School Wide PBIS
- 3. Overview of Class Wide PBIS
- 4. CWPBIS Classroom Structure and Engagement
- 5. Developing Classroom Reinforcement and Punishment procedures
- 6. Tier 2 considerations and De-escalation Procedures.

The *ideas or tips for practical application section* should provide some concrete examples of how to implement key the most important or helpful portions of the concepts/content. That is, a few concrete suggestions that you would give someone for implementing some of the related concepts and content. The *additional resources section* should be a very brief section where you include a few relevant peer-reviewed journal articles or links to online well-established material (e.g., pbis.org, CASEL.org, intensiveintervention.org, etc.). The structure within each major section should follow the order:

- (a) concepts and content,
- (b) ideas or tips for practical application, and
- (c) additional resources.

**Appendices.** The appendices are for providing your reference list, providing any tables or figures, and example forms that could be used.

Final Classroom Management Plans are due by **06/26/2020@ 12:00p.m.**

### **Classroom Management Plan Group Presentation** (100 pts, NASP 2.5, 2.6)

Each BST will put together a classroom behavior management plan using the materials and concepts from this course. The classroom management plan is to include expectations for students across daily routines, expectations for teachers, an incentive system to increase positive behaviors and decrease problem behaviors, feedback components for students, and data collection elements for decision-making. There should also be clearly identified behavior instruction for the beginning for the beginning of the school year and at maintenance points.

A power point presentation is required. The presenters will facilitate a discussion of regarding their system and field questions. You will submit a copy of your power point via Blackboard by 11:00p.m. the night before it is due. If it is late, the final grade will be lowered by multiplying the final score by 89%.

Presentations should include:

1. Accurate spelling, punctuation, and grammar. (5pts)
2. The purpose of the SWPBIS system (15pts);
3. The structure of the SWPBIS system (40pts);
4. What are the key outcomes at the school and classroom level (15pts);
5. What are the strengths of the BST's approach (10pts);
6. What are the limitations of the BST's approach (10pts);
7. 5 multiple choice questions related to the presentation for the class (sent as a separate ".doc" or ".txt" document) (5pts).

### **Participation** (100 points)

Students are required to attend and participate in every class. As graduate students, you are expected to independently learn and engage with the course material, and contribute to your fellow students learning to develop as collaborators within the field. Each student is expected to participate in discussions and small groups. Additionally, I will periodically request feedback to make instructional decisions; all students are expected to complete the anonymous forms. We will review the data as a class, as well.

<b>Grades</b>	
Assignment	Points
Classroom Management Plan	200
Classroom Management Plan Presentation	100
Quizzes (20 pts x 10)	200
Participation	100
<b>Total</b>	<b>600</b>

- A = 90 – 100%  
 B = 80 – 89.9%  
 C = 70 – 79.9 %  
 D = 60 – 69.9 %  
 F = 59.9% and below

*If you believe that your grade on a particular assignment should be different*, you must submit a request to review the assignment to the instructor in writing within 24 hours of receiving the grade for the assignment. Your request for review must contain the following elements to be considered:

- 1) Your name and ID number
- 2) The title of the assignment
- 3) Your rationale for the review of the graded assignment

Your justification will be reviewed and a decision will be made as to whether or not your assignment will be reviewed. If your assignment is reviewed, *it will be reviewed in its entirety, which might result in an increase, decrease, or no change in the grade given.*

Also, remember that this is a skills mastery course, rather than a strictly didactic course. To this end, all products related to actual consultation will be reviewed and revised until mastery is evident.

### **Student Accommodations**

"In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. The phone number is 270-745-5004 [270.745.5121 V/TDD] or email at [sarc@wku.edu](mailto:sarc@wku.edu). Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

### **Additional Information**

#### **Academic Dishonesty**

Students are expected to complete their own work. As stated in the university catalog, "students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal." In other words, do your own work and do not cheat. This includes faking or modifying test administration responses to better match the manual's scoring criteria. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

#### **Late Assignments**

Late assignments are unacceptable. Plan accordingly and get assignments done ahead of time. The instructor has the right to reduce point value or refuse any late work, including, but not exclusive of exams, presentations, independent or group assignments, reflective elements, etc.

#### **Correspondence**

Students are welcome to come by during office hours or schedule an appointment. Other acceptable forms of communication are calling the instructor's office phone or sending an e-mail. The instructor will communicate with students by Blackboard announcements, student WKU e-mail, or notes in the student's department mailbox.

You are encouraged to check your WKU email account and graduate department mailbox daily during the workweek.

If you choose to correspond with the instructor via email:

- 1) Provide the course prefix and number in the subject line,
- 2) Provide your name within the text of the email, as well as at the end of the email, and
- 3) Type your concern as concisely as possible using a conventional letter format, and refrain from using all CAPS, emoji's, brightly colored fonts, etc.
- 4) Depending on the nature and type of response requested, it might take up to 48 hours to respond.

If you choose to call and leave a voicemail for the instructor:

- 1) Provide your name,
- 2) State what the call is regarding, and
- 3) Leave your phone number and email address.

### **TITLE IX STATEMENT**

“Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Discrimination, Harassment and Sexual Misconduct Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>. Under this policy, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex-gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the University and MUST report what you share to WKU’s Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU’s Counseling and Testing Center at 270-745-3159.”

### **Expectations of Students**

- 1) **Arrive.** Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time. If you arrive after the start time of the class, you are likely to miss key information.
- 2) **Prepare.** Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.
- 3) **Discontinue.** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in silent mode or off; and if you must, take any calls in the hall.
- 4) **Submit assignments on or before the dates listed.** When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.
- 5) **Produce scholarly work** (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means think before you speak and proofread carefully before you turn in your written work.
- 6) **Collaborate with your colleagues.** Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding, as well as learn others’ points of view.
- 7) **Attendance and Participation.** Students are required to attend all classes for the entire scheduled time, to participate actively, and to contribute both experiential and research-based information to class discussion. After two absences, each additional absence will result in the lowering of your final grade by one letter grade. Two times tardy (tardy is defined as arriving late or leaving early) comprise one absence. An attendance sheet shall be signed at the beginning of each class period. If you miss a class, you need to ask a classmate for notes and other details, not the professor. **NO OFF TASK TEXTING OR NET SURFING!**

### **Course Policies**

**Class begins when Dr. Gross takes roll.** If you arrive after your name is called, you are tardy. Class ends when Dr. Gross informs you class has ended. Leaving before class has ended is only partial attendance. Arriving late and/or leaving early will reduce your attendance grade and inherently limits your opportunities to learn the course material. This class will take a high degree of *attention to detail*, *preparation*, and *repeated practice* during in-class and out-of-class portions of the course.

In order to be best prepared for this course, you will need to *read all assigned readings*, *complete the course work as scheduled*, and *attend all lectures*. If you are having trouble with the course content, stop in during office hours or make an appointment with Dr. Gross as soon as possible. This course requires you to build upon previous knowledge and skills. If you fail to address difficulties early, then you will

struggle to keep pace with or catch-up to your peers. Your likelihood of success increases with *focused effort, attentiveness, and planning ahead* to complete assigned work and prepare for exams.

**Internet Access.** The university has numerous computer labs on campus that are available to students. Students in this course must make arrangements to access the internet regularly throughout the week. To complete homework assignments, to access course-related information, and to receive emails from Dr. Gross, which may include important announcements and changes in assignments, students will need to access the course website through Blackboard. *Students are responsible for making sure they receive Dr. Gross' emails and Blackboard updates, and follow through with any assignments or other information that is provided via email.*

**Academic Integrity.** In order for you to reach your full potential, it is critical that you do your own original work and not copy the ideas of others. Since cheating does not result in learning, Dr. Gross will assign an “F” or zero for the assignment or for the entire course. This practice is consistent with University policy. *If in doubt about whether an action is cheating or acceptable behavior, please ask Dr. Gross for clarification before proceeding.* Any material taken from another work must be documented, and in no case should one represent another’s work as one’s own, this includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. *Any amount of information copied word for word from the internet or any other source (without proper use of quotations and referencing) is plagiarism.* Students involved in authorized collaborative work, to avoid questions of plagiarism, should exercise extreme caution.

**Exclusion of Students from Class.** Instructors may temporarily remove or exclude any student engaged in disruptive conduct from the classroom. Students ejected from the classroom will remain responsible for all class assignments. *Students who are excluded from class will be counted as absent for that day.* For purposes of this class, disruptive conduct includes, but is not limited to:

- 1) Behavior that **obstructs the learning environment** (e.g., offensive language, harassment of students and professor, repeated outburst from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.).
- 2) Continued use of **any electronic or other device**, which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.).
- 3) **Use of a cell phone to talk or text during class.** I understand that sometimes there are emergencies or urgent matters to which you need to attend. In such cases: (a) excuse yourself from class, (b) talk or text outside of the classroom, (c) only reenter after you are finished. If you need to excuse yourself for a second time: (a) gather your belongings, (b) excuse yourself, and (c) you will have to wait until the next class day to return to class.

### **Tentative Course Schedule\*\***

<b><i>Date</i></b>	<b><i>Reading</i></b>	<b><i>Assignment</i></b>	<b><i>Pts. Earned</i></b>
<b>Foundations &amp; Principles</b>			
6/8	S&M Ch. 1 & 2		
6/9	S&M Ch. 3	<b>Text Quiz 1</b>	
6/10	S&M Ch. 4	<b>Text Quiz 2</b>	
<b>Setting-up Students for Success</b>			
6/11*	S&M Ch. 5 Houchens 2017	<b>Article Quiz 1</b>	
6/12	Scott Ch. 6	<b>Text Quiz 3</b>	
6/15	S&M Ch. 6 Jolstead 2017 Kennedy 2017	<b>Article Quiz 2</b>	
6/16*	Scott Ch. 9	<b>Text Quiz 4</b>	
<b>Providing Logical Consequences</b>			
6/17	Scott Ch. 10	<b>Text Quiz 5</b>	
6/18	S&M Ch. 7	<b>Text Quiz 6</b>	
6/19	S&M Ch. 8		
6/22*	Scott Ch. 12		
<b>Differentiation in Gen Ed</b>			
6/23	S&M Ch. 9	<b>Text Quiz 7</b>	
6/24	Scott Ch. 13		
6/25	Tyre 2018 Catch-up, Group Presentation	<b>Article Quiz 3 Group Presentation</b>	
6/26*	Shuster 2017 Group Presentation, Wrap-up	<b>Group Presentation Guidance Document</b>	

\*Course Feedback Days – forms given/open on blackboard after the class is dismissed

\*\*Keep in mind that this is a tentative schedule and subject to change by the instructor.