



William Carey University
School of Education
Students with Disabilities
Module Program

The SWD Module Program has been approved for Inservice Credit by Association of Christian Schools International to meet the Florida Department of Education SWD renewal requirements as set by the Florida Legislature 2014. There are five modules in the program (each earning four inservice points). These modules can be completed within the school by individuals or teacher teams. The cost of each module is \$5.00 an individual (\$20.00 for the entire SWD program 20 points). Make your check out to William Carey University. Submit responses to Dr. Barry Morris at bmorris@wmcarey.edu.

Module Four – Classroom Management for Students with Disabilities

Complete **five** of the seven activities. **WORTH** 4 Inservice points (4 hours).



1) **BEHAVIOR ADVISOR**

Go to the website <http://www.behavioradvisor.com/Primer.html>. The first assignment on this website takes you to a site traditionally designed for the novice teacher, but is appropriate for the experienced teacher, as well. Please note that when you go to the site for the first time, you may be directed to register your email address and confirm it before you are able to navigate the site. There is no cost required.

a) Review the basic information on *A Primer on Behavior Management*. Compose a two-page review of the primer.

b) Secondly, review the information on the *Five Stages of Teaching Related to Behavior Management Skills*, found on the same page. Compose a review of the five stages. Describe which stage best represents you at this point in your teaching career and why.

c) Thirdly, review the *Ten Demandments of Behavior Management*. Select two that you commonly practice in your classroom and give an example of each.



2) BEHAVIOR ADVISOR

Go to the bullying section of the behavior advisor site at <http://www.behavioradvisor.com/Bullying.html> . Bullying is a major concern across the United States for administrators, teachers, parents, and children. It is even a greater concern for students with disabilities who are often unable to voice concerns or defend themselves.

a) Review the information on *Dealing with Bullying*. Provide a two-page summary of the contents, including definition, facts and figures, causes, and interventions.

b) Review the strategies recommended at the bottom of the bullying page. Select two strategies and explain how you would incorporate the strategies into your classroom.



3) BEHAVIOR ADVISOR

Go to the old index of the behavior advisor website at <http://www.behavioradvisor.com/oldindex.html> .

a) Select a topic of your choice from the *Classroom Behavior Management Strategies* page. Choices may include giving effective praise, quieting the noisy classroom, cooperative learning, assertive discipline, bibliotherapy, contracts, overcorrection, etc. Compose a two-page summary of the information you find on the link selected.

b) Compose a one-page personal reflection of the behavior advisor website and describe ways that it would assist you as a classroom teacher in handling behaviors for students with disabilities.

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4) CONSCIOUS DISCIPLINE

Go to the Conscious Discipline website at

http://consciousdiscipline.com/about/seven_skills_of_discipline.asp .

a) List and define the seven skills of conscious discipline.

b) The biggest threat to a child's sense of safety is an out-of-control adult. The key to safety is a conscious, mindful adult. Review the information from the conscious discipline website at

http://consciousdiscipline.com/about/seven_powers_for_conscious_adults.asp on the foundation of safety. List and define the seven powers of safety for the teacher in the conscious discipline model.



5) CONSCIOUS DISCIPLINE

a) View the video entitled *Middle School Teacher Increases Test Scores and Teaching Time with Conscious Discipline* found at <http://consciousdiscipline.com/videos/video.asp?id=56> . Take notes during the video. Compose a two-page summary of the main components presented in the video. Include a personal reflection about ways that you can incorporate these strategies into your classroom. You may want to check out the resources tab and Schubert's classroom tab from the home page menu.

b) View the video entitled *Power of Attention* that aims on teaching teachers how to alter responses and reactions to student behavior in a positive manner, teaching students new skills. The website video is located at <http://consciousdiscipline.com/videos/video.asp?id=24> .

Compose a two-page summary of the video, highlighting the main points discussed by Dr. Becky Bailey, author of the *Conscious Discipline Model*. Include your personal reflection about ways that you may incorporate the model into your work with students with disabilities.



6) Educational Leadership

a) Go to the professional journal article entitled *Seven Strategies for Building Positive Classrooms* (Allred, 2008) found at <http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Seven-Strategies-for-Building-Positive-Classrooms.aspx> . Compose a two-page summary of the article, outlining the seven major strategies. Include your personal reflection.



7) POSITIVE BEHAVIORAL SUPPORTS

Go to the national website on *Positive Behavioral Interventions and Supports* (PBIS) found at <http://www.pbis.org/>. The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

a) Click on the school tab from the home page menu. On the left column, select frequently asked questions (FAQ) under the SWPBIS for Beginners. Compose a two-page summary of the School-wide Positive Behavioral Interventions and Supports Model, described in the FAQ section.

b) Choose one of the following:

- For **elementary teachers**, select the FAQ section and case examples from the Primary Level on the left column menu. Compose a one-page summary of how you may incorporate these strategies into your classroom for students with disabilities.
- For **secondary teachers**, select the FAQ section and user resources from the Secondary Level on the left column menu. Compose a one-page summary of how you may incorporate these strategies into your classroom for students with disabilities.