

**Course Description****EDG3443 | Classroom and Behavior Management | 3.00 credits**

The student will examine strategies for fostering a productive learning environment, informed by research-based frameworks and learning theories. The student will learn strategies for observing, assessing, modifying behavior, and communicating with stakeholders. The student will learn to create a learning environment that encourages positive interactions, self-regulation, and resiliency. Fifteen hours of clinical experience is required.

**Course Competencies**

**Competency 1:** Executive Function Development: Demonstrate an understanding of how executive functions develop during the school-age years by:

1. Defining executive function and identifying the brain regions responsible for executive functioning
2. Explaining the major components of executive function, including attention, working memory, and self-regulation
3. Analyzing the role of executive function in classroom behavior, learning, and academic performance
4. Identifying factors that contribute to weaknesses in executive functioning
5. Evaluating the impact of executive function on student success in classroom settings
6. Identifying classroom-appropriate methods for assessing executive function strengths and needs
7. Applying strategies to support attention, active participation, time management, organization, and study skills for all learners
8. Identifying evidence-based resources related to assessment and intervention for executive functioning challenges

**Competency 2:** Theories of Classroom Management: Examine the connection between key theories and classroom management practices by:

1. Analyzing the components of effective classroom behavior management plans
2. Evaluating foundational classroom management principles associated with recognized theorists
3. Examining models of positive behavior management and non-aversive interventions
4. Applying nonverbal communication strategies that support student engagement and performance
5. Comparing techniques for establishing smooth, efficient, and well-paced classroom routines
6. Evaluating strategies to manage targeted behaviors and maintain attention, including supports for students with disabilities

**Competency 3:** Research-Based Classroom Management: Develop and apply research-based classroom management principles by:

1. Designing a student-centered classroom management plan that addresses individual and group behaviors and incorporates flexible grouping strategies
2. Planning effective room arrangements, transitions, schedules, and routines
3. Evaluating the physical learning environment to promote safety and student engagement
4. Managing time, space, and attention to maximize instructional effectiveness
5. Incorporating cooperative problem-solving and collaborative decision-making opportunities
6. Applying developmentally appropriate strategies to guide and support student behavior
7. Adapting learning environments to accommodate student needs
8. Demonstrating respect for students' instructional, linguistic, and family backgrounds
9. Encouraging student independence while honoring developmental readiness and emotional needs

10. Integrating assistive technologies to support access and participation for all learners

**Competency 4: Behavior Intervention and Data-Driven Decision-Making:** Create and evaluate behavior intervention plans using data-informed practices by:

1. Identifying and interpreting the essential components of Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP).
2. Developing an FBA and BIP for a case-based or simulated student profile.
3. Selecting appropriate data collection methods for monitoring student behavior.
4. Analyzing individual and group data to evaluate intervention effectiveness and guide instructional decisions.

**Competency 5: Conflict Resolution and Communication:** Demonstrate effective conflict resolution skills in educational settings by:

1. Applying principles of conflict resolution within K–12 classrooms
2. Managing conflicting needs in classroom environments
3. Comparing healthy and unhealthy approaches to conflict resolution
4. Applying respectful, collaborative strategies to resolve conflicts
5. Using self-monitoring and stress-management techniques
6. Demonstrating effective verbal and nonverbal communication skills
7. Practicing active listening to support students' needs
8. Encouraging critical and creative thinking when resolving conflicts and pursuing goals

**Competency 6: Student Character and Civic Development:** Examine principles of effective student development by:

1. Recognizing character development as encompassing thinking, feeling, and action
2. Identifying core civic values such as citizenship, cooperation, fairness, integrity, respect, responsibility, and kindness
3. Promoting values that support responsible participation at home, school, and in the community
4. Establishing classroom agreements that foster fairness, respect, and positive relationships
5. Modeling language that reflects shared civic values and supports student voice and perspective-taking

**Competency 7: Student Wellness:** Identify and apply components of development by:

1. Defining positive student development
2. Applying core student wellness competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
3. Supporting empathy and ethical behavior
4. Encouraging relationship-building and collaboration in classroom settings
5. Reflecting on personal beliefs and attitudes and their influence on interactions with students and families
6. Analyzing the relationship between education, student engagement, and development
7. Maintaining a classroom climate of openness, inquiry, fairness, and support

**Competency 8: Supportive Learning Environments:** Construct a supportive and learning environment for all students by:

1. Applying positive discipline strategies that emphasize respect, accountability, cooperation, and problem-solving
2. Communicating high expectations for all students
3. Using encouragement and positive reinforcement to support student growth
4. Modeling socially competent behaviors and providing opportunities for guided practice
5. Developing communication plans that strengthen partnerships with students and families