

TIBI Online Syllabus for BEHG 425: Non-Coercive Classroom Management & Preventing School Violence

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[This is another installment in the series of syllabi for TIBI's online courses. Each syllabus appears in *Behaviorology Today* basically in the same form as it appears online. The series continues whenever there are syllabi that have yet to be printed, or that require reprinting due to substantial revisions. Locate additional syllabi through the *Syllabus Directory* at the back of the most recent issue.—Ed.]

This course could have had a longer but more complete course title. That title would have been: Effective, Positive, Pro-Active, Scientific, Behaviorological, Non-Coercive Classroom Management Practices and Skills Especially for Preventing School Violence.

Note #1: This syllabus contains some notes that supplement the more traditional syllabus parts. Each note is numbered for convenient reference. Some notes, like this one, have multiple paragraphs.

This syllabus is a long document. It is longer than a syllabus for a face-to-face course as it contains material that the professor would otherwise cover in person. *Hence it*

was designed to be printed out for reading! Furthermore, it was designed to be used *as a task check-off list.* Please print it out and use it these ways.

The only activity in this course for which you might need access to a computer, before the web-log, is to print this syllabus as a reference for how this course works so you can follow the directions to complete this course. This is a matter of access, student access to education, so that everyone who wants this course can take it regardless of whether they own several computers or only have access to one in their local library or in a friend's home.

Students can, if they wish, study the topics of this course free of charge, perhaps to fulfill their own interests. They would do so simply by completing the activities described in this syllabus.

Students can also study the topics of this course for TIBI (The International Behaviorology Institute) credit, perhaps toward a TIBI certificate. They would do so by paying the necessary fee to be assigned a professor to provide feedback on, and assessment of, their efforts. (This course can be part of several TIBI certificates, including the Effective Autism Intervention Certificate. Contact TIBI or visit www.behaviorology.org for details.)

Also, students can study the topics of this course for regular academic credit; they would do so by contacting any accredited institution of higher education that offers behaviorology courses accepted by TIBI, such as the State University of New York at Canton (SUNY-Canton) at www.canton.edu which is SUNY-Canton's web site. At SUNY-Canton this course is offered as *SSCI 465: Classroom Management and Preventing School Violence*. TIBI automatically accepts A or B grades from the academic-credit version of this course as equivalent to its own course toward its certificates (and C and D academic-credit grades can be remediated through TIBI for TIBI credit; contact TIBI for details). Alternatively, the work done completing the course through TIBI may make taking the course for academic credit easier; ask the professor who teaches SUNY-Canton's equivalent course about this.

The parts of this syllabus cover many topics. While the headings may be different, these include (a) the course content and objectives, (b) the text, study, and assessment materials, (c) the grading policy, (d) the necessary work-submission methods and professor feedback, and (e) the study-activity sequence and completion timelines.

Note #2: The prerequisite (or corequisite) for this course is BEHG 101: Introduction to Behaviorology I. If you have not had this prerequisite course (or its academic-credit equivalent such as SSCI 245: Introduction to the Science and Technology of Behavior, from SUNY-Canton) then you need to take it before taking this course for TIBI credit.

Course Description

BEHG 425: *Non-Coercive Classroom Management and Preventing School Violence*. This course covers the application of behaviorology, the natural science and technology of behavior, to classroom-management practices and skills, including the relevance of these practices and skills to preventing school violence. The course first examines the scientific understanding of punishment and coercion because these form the foundation not only of the many school practices that prompt violence but also of most of the violence throughout society. The course next examines one of the educational applications of the scientific principles of behavior in terms of the positive, pro-active, non-coercive and effective classroom-management practices and skills that school teachers and staff can personally implement—especially in the classroom but also in the cafeteria, in the gym, on the bus, and on the playground—to reduce and prevent the occurrence of all kinds of school violence while also enhancing the effectiveness of instruction. Then the course examines the school-wide policies and procedures and intervention strategies that schools can implement to deter incipient, potentially lethal school violence. Developing behavior management-related skills, including those applicable to changing the circumstances that lead to school violence so as to reduce that violence, is an integral course component.

Note #3: To check out the other behaviorology courses offered by TIBI, visit their locations on the TIBI web site (www.behaviorology.org). To check out other behaviorology courses offered by SUNY-Canton, see the list and descriptions—and in some cases, the syllabi for the asynchronous versions—on the faculty web page of the professor who teaches them (which currently is Dr. Stephen F. Ledoux; click Ledoux in the faculty directory at www.canton.edu).

Course Objectives

The main objective of this course is to *expand the student's behavior repertoire* measurably in relevant areas of behaviorological course content. The student will:

- ✧ Summarize the behavior engineering analysis of the scientific foundations of coercion and punishment, especially as related to school violence;
- ✧ Demonstrate behavior engineering in classroom management knowledge and skills especially as relevant to changing the circumstances and conditions that lead to school violence, and thereby *prevent* such violence;
- ✧ Incorporate behavior engineering in the understanding of school violence and in the policies and procedures to *deter* its occurrence.

Additional Objectives

✧ Successful, A earning students will use (at an accuracy level of 90% or better) relevant disciplinary terminology when discussing (a) the scientific basis of violence in society, (b) the classroom-management skills whose application prevents so much violence of all types in schools, and (c) the policies, and intervention strategies, appropriate to deterring schoolplace violence.

✧ Such successful students will also ask questions, seek answers, converse about, and act on the uses and benefits of this discipline for humanity.

✧ Such successful students will also behave more effectively in other ways with respect to themselves and others.

Required Materials (in their order of use)

✧ Sidman, M. (2001). *Coercion and its Fallout*. Boston, MA: Authors Cooperative.

✧ Kopp, J. (2001). *Coercion and its Fallout Study Guide*. Boston, MA: Authors Cooperative.

✧ Latham, G.I. (1998). *Keys to Classroom Management*. Logan, UT: Parents & Teachers ink (P&T ink).

✧ Ledoux, S.F. (2000). *Study Questions for Glenn Latham's Keys to Classroom Management*. Canton, NY: ABCs.

✧ (A/V) Latham, G.I. (6-part video program). *Managing the Classroom Environment to Facilitate Effective Instruction*. Logan, UT: P&T ink.

✧ Zinna, K.A. (1999). *After Columbine*. Silverthorne, CO: Spectra Publishing.

✧ Ledoux, S.F. (2000). *Study Questions for Kelly Zinna's After Columbine*. Canton, NY: ABCs.

✧ (A/V) Latham, G.I. (2-part video program). *The Making of a Stable Family*. Logan, UT: P&T ink.

The first two of these required books carry over as part of other behavior engineering topic courses of possible interest to you (e.g., *Rehabilitation*, and *Preventing Workplace Violence*).

Note #4: You can order the required books through the publishers, including ABCs at 1-315-386-2684. You can also order these books through the online bookstore at www.behavior.org which is the web site of the Cambridge Center for Behavioral Studies.

The audio/visual (A/V) materials are required for the course. However, you may not be required to own your own copies if you can locate copies to view (such as in your professor's college library). Still, you may wish to obtain your own copy for convenience reasons. The *Classroom Management* videos cost about \$150 (and substantially less than this when they are published on DVDs) while the *Stable Family* videos cost about \$50. To obtain personal copies of the A/V materials, order directly from the publisher, *P&T ink*, either at 435-752-5749 or—toll free—for credit-card orders only) at 1-888-750-4814.

Recommended Materials

These are references to materials that, while not required for the course, may also be of interest to those who wish to go deeper into the course topics and extensions (and you can order them from the same sources that supply the required materials):

✧ Latham, G.I. (1997). *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*. Logan, UT: P&T ink.

✧ Latham, G.I. (1999). *Management, Not Discipline: A Wake-up Call for Educators*. Logan, UT: P&T ink.

✧ Latham, G.I. (2003). *Behind the Schoolhouse Door: Managing Chaos with Science, Skills, and Strategies*. Logan, UT: P&T ink. (This book combines *Behind the Schoolhouse Door: Eight Skills...* and *Management, Not Discipline...*)

✧ Latham, G.I. (1999). *Parenting with Love: Making a difference in a day*. Salt Lake City, UT: Bookcraft.

✧ Latham, G.I. (1-cassette tape program of a presentation at an international conference). *Behind the Schoolhouse Door: Eight Skills Every Teacher Should Have*. Garden City, NY: Eyedears A/V (phone 516-739-8864 and ask for tape #20-ASAT-12). (Or, get this tape from P&T ink.)

✧ (A/V) Latham, G.I. (2-cassette, or 2-CD program). *An Angel Out of Tune*. Logan, UT: P&T ink.

Dr. Latham is not the only author of quality materials on these topics. However, his peers have judged his work to be the very best available. (For example, see "About the Book" on p. vii in *Study Questions for Glenn Latham's The Power of Positive Parenting*.) Hence his works are used for this course.

Also, this course is grounded in the Shaping Model of Education which is informed by behaviorological science (rather than the Presentation Model of Education which is informed by psychology). In the shaping model, teaching is not seen as mostly talking (nor is learning seen as mostly listening). Instead, teaching is the scientifically grounded design, arrangement, and application of educational materials, methods, and contingencies in ways that generate and maintain small but continuously accumulating behaviors the short and long range consequences of which are successful in producing an ever wider range of effective responding (i.e., learning) on the part of the student.

Grades

Grading policy does not involve curves, for you are not in competition with anyone (except perhaps yourself). That is, all students are expected to produce the academic products demonstrating that they have, individually, achieved at least mastery of the subject matter, if not fluency. Therefore, all students are expected to earn an A or a B (although inadequate products will produce a lower result that requires remediation before it can become a passing grade). Also, all students will receive the

grades they earn. This holds even if the expectation for which the course is designed—that all students earn As—is met: If all earn As, then all receive As.

Passing grades are limited to A and B, and are earned according to the amount of assigned work that is successfully completed:

✧ Earning an A consists mainly of satisfactorily completing 90% or more of the work on all assignments.

✧ Earning a B consists mainly of satisfactorily completing more than 80% of the work on all assignments (but not more than 90% on them).

For convenience a point-accumulation system is invoked to keep track of progress through the course. Each of the 20 usually short assignments on *Coercion and Its Fallout* is worth 5 points, for a total of 100 points. Each of the six longer assignments on *Keys to Classroom Management* is worth 20 points, for a total of 120 points. Each of the 11 usually short assignments on *After Columbine* is worth 10 points, for a total of 110 points. Each of the eight Audio/Visual assignments is worth 10 points, for a total of 80 points. And the web-log assignment is worth 40 points. This provides a grand total of 450 possible points. The grade that you receive is partly based on the percentage of these possible points that you actually earn.

However, point accumulation is not the grade determiner but is merely used as a convenient way to track progress *on the presumption that all course tasks are in progress*. This is because doing work on *all* of the tasks for the course is the more relevant determiner of grades than is the accumulation of points. (For example, a student who tries to accumulate just enough points, on some easier tasks, to get a B—while ignoring other course tasks—would not that way actually meet the criteria for a B and so would have to continue and complete all the required work satisfactorily to earn one of the passing grades.)

Also, students should expect to be asked occasionally to complete various test-like assessments. The level of success on these assessments helps gauge the extent to which the work on the course assignments is actually producing the learning implied by the completion of that work.

These practices are in place because the scientific research—data based Shaping Model of Education recognizes the student/professor relationship as a professional relationship in which coercive practices (i.e., aversive educational practices) are seen as inappropriate (so long as extreme conditions do not exist making such practices unavoidable). Instead, the more effective, efficient, and productive non-coercive practices of carefully designed and sequenced assignments emphasizing added reinforcement for timely work well done is generally seen as more appropriate. So, your effort and cooperation are expected and presumed; please do not disappoint either your professor or yourself.

About Using the Texts & Study Question Books

Unless specified otherwise, you need to write out your answers in longhand. The reason you are to write out your answers by hand is that this type of verbal response brings about more learning than merely saying—or even typing—the answer. This is because—as taught in another advanced behaviorology class (i.e., BEHG 355: Verbal Behavior I)—writing the answer in longhand involves both point-to-point correspondence and formal similarity between the stimuli and the response products of the answer.

The Coercion Book

The *Coercion* book introduces students to the problems resulting from coercion and punishment—the scientifically discovered basis of most of the violence throughout society, including in classrooms and schools—and the general scientific approach to solving those problems.

The Keys Book

The *Keys* book takes students through the scientific principles of behavior and one of their applications in education. That application involves the development of personal, positive, proactive, non-coercive and effective classroom-management practices and skills that are fundamental to effective classroom teaching and that are vital to preventing the many levels and types of violence in schools.

The Columbine Book

The *Columbine* book provides students with the knowledge, policies, and intervention strategies appropriate to deterring incipient, potentially lethal schoolplace violence.

The Study Question Books

Each textbook (*Coercion*, *Keys*, and *Columbine*) has a book of study questions. These were prepared to help you expand your behavior repertoire based on the material in each textbook. You are to complete each textbook's study questions in the sequence assigned because learning occurs when reinforced responses are made (like writing question answers), especially responses that automatically provide their own reinforcing consequences (like being right) as does writing out study question answers correctly. You complete the assigned study questions, *after reading the chapter through*, by *writing out* the answer to each question when you come to it as you *reread* the chapter. You *write out* the answers right in the *Study Question* book. Write out your answers in full sentences that incorporate the questions. Check all your answers. And make any corrections that you find you need to make as you review and learn the material.

Most study question books start with a section titled To the Student and Teacher. *Read this section first!* It explains more on how to do the study questions successfully. (You will also find it helpful to mark the number of each study question in the margins of the text at the location of the study question's answer.) Study question assignments are provided in the *Assignment Sequence* section. Submit your work according to the method specified in the *Submitting Your Work* section.

Note #5: Since you are to write out your answers to the study questions directly in the study question books, you need to have your own study question books. To assure that this is followed by everyone equally, you need to fill out and send in to your professor (by regular postal mail) the original ownership forms in the rear of your ABCs-published study question books.

The Audio/Visual Assignments

An important component of the course provides you with a series of audio-visual (A/V) experiences that extend your homework-based book-learning toward the area of skill development. Watch the video programs when they are scheduled. And during each assigned A/V activity, *you need to write out by hand a continuous outline/summary of the material* on regular, college-ruled paper (as if you were taking sophisticated notes at a lecture). A/V assignments are provided in the *Assignment Sequence* section. Submit your work according to the method specified in the *Submitting Your Work* section.

The Web-Log Assignment

This written assignment requires you to create a four to five page *typed* log (like a diary) from a four to five hour visit to five specific web sites (not necessarily all in the same session). The five sites you are to visit are the TIBI site (www.behaviorology.org), Glenn Latham's Parenting Prescriptions site (www.parentingprescriptions.com), the Los Horcones site (www.loshorcones.org.mx), the Cambridge Center for Behavioral Studies site (www.behavior.org), and the Education Consumers Clearinghouse site (www.education-consumers.com). Your log should include not only the times, visited page names, visited page sequences, and page-visit durations, but also your account of the best things you learned at these sites, plus any interesting discoveries worthy of return visits. (You need to stay on the pages of these sites; complete the assignment before you follow any links on these sites to other sites.) You may begin this assignment anytime *after* completing Chapter 2 of the *Keys* book. You should submit this assignment *before* you finish Chapter 6 of the *Keys* book (a period of four weeks). Submit your work according to the method specified in the *Submitting Your Work* section.

Submitting Your Work

Different assignments have different work submission methods. These only apply if you are taking the course for TIBI credit. (Any addresses and phone/fax numbers that you may need will be clarified upon enrollment.)

To submit your study question answers, which must be hand-written, you can scan and fax to your professor the pages that have your answers for each assignment. However, your professor would prefer that you photocopy those pages and send them to your professor by regular postal mail.

To submit your A/V outlines and web log, you may email your work to your professor (but do not use email attachments). Or, you may scan and fax the work to your professor. However, your professor would prefer that you print out your work (although it too may be handwritten), photocopy it, and send it to your professor by regular postal mail.

In all cases, you are to keep the original of your work. This insures against loss and enables you and your professor to communicate about your work (as you will then both have an identical copy). Note, however, that for study question answers, email and email attachments are neither reliable enough, nor identical enough, for this purpose, so they are not to be used for this purpose.

Your work will be perused and points will be allocated according to the quality of your work. Should any inadequacies be apparent, you will be informed so that you can make improvements. While sometimes your professor will provide a metaphorical pat on the back for a job well done, if you do not hear of any inadequacies, then pat yourself on the back for a job well done even as you continue on to the next assignment.

Assignment Sequence

Students should work their way through the course by reading and studying the texts and materials, and sending in their work for each assignment. The slowest reasonable self-pacing of the coursework (presuming a typical 15-week semester) is this sequence which can be used as a check-off list:

Week 1: The *Coercion* book: Introduction & Chs. 1, 2, & 3.

Week 2: The *Coercion* book: Chs. 4, 5, 6, & 7.

Week 3: The *Coercion* book: Chs. 8, 9, 10, & 11.

Week 4: The *Coercion* book: Chs. 12, 13, 14, & 15.

Week 5: The *Coercion* book: Chs. 16, 17, 18, & 19.

Week 6: The *Keys* book: Introduction & Ch. 1, and the *Classroom Management* video #1. *Note:* For all six *Classroom Management* a/v assignments, watch the first half (without doing an outline/summary) *before* doing the chapter, and watch **both** halves (while doing an outline/summary)

after doing the chapter. (The second half is the satellite call-in part.)

Week 7: The *Keys* book: Ch. 2, and the *Classroom Management* video #2.

Week 8: Begin your web-log work, plus the *Keys* book: Ch. 3, and the *Classroom Management* video #3.

Week 9: The *Keys* book: Ch. 4, and the *Classroom Management* video #4.

Week 10: The *Keys* book: Ch. 5, and the *Classroom Management* video #5.

Week 11: Finish your web-log work, plus the *Keys* book: Ch. 6, and the *Classroom Management* video #6.

Week 12: The *Columbine* book: Preface, Introduction, & Chs. 1, 2, & 3.

Week 13: The *Columbine* book: Chs. 4, 5, & 6, and the *Stable Family* video #1 (the whole video while doing an outline/summary).

Week 14: The *Columbine* book: Chs. 7, 8, & 9, and the *Stable Family* video #2 (the whole video while doing an outline/summary).

Week 15: Complete any unfinished work.

Do the assignments in this sequence, even if you do them at a faster pace than the pace presented here. If you go slower than this schedule, assignments could easily back up on you to the point where insufficient time remains to complete them in a satisfactory manner.

Note #6: Be sure that everything you submit is readable and contains your name!

Note #7: The usual higher education workload expectation for a course is about 150 hours. (The typical face-to-face course features about 50 in-class contact hours with the university expecting about 100 more hours of additional study at the average rate of about two hours out of class for each hour in class.) This can be accomplished at rates ranging from about 50 hours per week over three weeks to about ten hours per week over the typical 15 weeks of a semester. Of course, some students may take a little less than 150 hours, while others may take more than 150 hours, to do the work to the same acceptable and expected standard.

You can—and are encouraged to—go through the assignments as rapidly as your schedule allows. This could mean spending a typical 15 weeks on the course. Or it could mean doing the whole course in as little as—but not in less than—three weeks, as one would progress through the *single* allowed course in a three-week summer school term. That is, you could work on the course anywhere from minimum part-time (i.e., at the rate of about ten hours per week, as described in the *Assignment Sequence* section) to maximum full-time (i.e., at the rate of about 50 hours per week).

If you are to be successful, you need to exercise some self-management skills by starting immediately and keeping up a reasonable and steady pace on the course work. You need to do this because your professor will *not* be reminding you that the products of your work are due; all the course work is set forth in this syllabus and so is automatically assigned. You are expected to follow through on your own. You need to set an appropriate pace for yourself (or accept the pace in the *Assignment Sequence* section) and adhere to that pace, and thereby get the sequence of assignments done and submitted to your professor. This will assist your success.

At various points in the course, you will be provided with feedback about your work. Upon completing all the coursework, you will be provided with your earned grade. (The grade is provided solely for the person whose work earned the grade.) We at TIBI are sure that the outcomes of your efforts to study this aspect of behaviorological science will benefit both you and others, and we encourage you to study further aspects.☺