

MURRAY STATE UNIVERSITY

Course Syllabus

DEPARTMENT: Adolescent, Career & Special Education

COURSE NUMBER: SED 657

CREDIT HOURS: 3

Prerequisites: none

I. TITLE

School Safety and Classroom Management

II. CATALOG DESCRIPTION:

The content of this course provides educators with the information and skills needed to create conditions that promote and maintain positive, safe, and healthy school culture, climate, and environments. Educators will also increase their knowledge of advanced strategies and techniques for classroom, school-wide, and district level, positive behavior management procedures. (Field experience required)

III. PURPOSE:

The course is designed to aid educators in facilitating and coordinating efforts to provide a safe, healthy, and nurturing school climate that promotes student learning.

IV. COURSE OBJECTIVES:

The student is expected to integrate the knowledge, dispositions and performances of the Kentucky Safe Educators Standards and the Experienced Teacher Standards. Following each objective, enclosed in parentheses, are numbers which reference the standards paralleling that specific objective.

As a result of participation in SED 657, the student will acquire the skills to:

- A. Demonstrate knowledge of research-based strategies and best practices that facilitate a safe, healthy, and nurturing school climate that promotes student learning. Kentucky Safety Educator Standards (1.1); Experienced Teachers Standards (2, 3, 4, 5, 9)
- B. Demonstrate knowledge of and skills in facilitating positive interpersonal relationships. Kentucky Safety Educator Standards (1.2); Experienced Teachers Standards (1, 4, 5, 8, 9)
- C. Demonstrate knowledge of and skills in identifying symptoms of stress, anger, and fear, as well as research-based positive intervention strategies. Kentucky Safety Educator Standards (1.3); Experienced Teachers Standards (1, 2, 4, 5, 8, 9)

- D. Demonstrate knowledge of and skills in positive techniques such as problem solving, verbal de-escalation, conflict resolution, and peer mediation. Kentucky Safety Educator Standards (1.4); Experienced Teachers Standards (1, 2, 4, 5, 8, 9)
- E. Demonstrate skills in addressing bullying, diversity, discrimination, equity, harassment, and multi-cultural issues. Kentucky Safety Educator Standards (1.5); Experienced Teachers Standards (1, 2, 4, 5, 6, 8, 9)
- F. Demonstrate knowledge of and skills in developing, implementing and assessing a building safety and supervision plan that utilizes school personnel, parents, and community representatives. Kentucky Safety Educator Standards (1.6); Experienced Teachers Standards (1, 3, 4, 5, 6, 7, 8, 9)
- G. Demonstrate knowledge of and skills in identifying physical facility factors and high-risk areas. Kentucky Safety Educator Standards (1.7); Experienced Teachers Standards (1, 4, 5)
- H. Demonstrate knowledge and appropriate use of detection/surveillance technology. Kentucky Safety Educator Standards (1.8); Experienced Teachers Standards (1, 4, 10)
- I. Demonstrate knowledge of policies, procedures and educational alternatives to facilitate effective classroom, school, and district-wide behavior management. Kentucky Safety Educator Standards (1.9); Experienced Teachers Standards (1, 2, 3, 4, 5, 9)
- J. Demonstrate knowledge of appropriate strategies for the identification, assessment, and management of threats. Kentucky Safety Educator Standards (1.10); Experienced Teachers Standards (1, 3, 4, 8, 9)
- K. Apply knowledge of typical and atypical physical, socio-emotional, and cognitive development of P-12 students to promote a safe school environment. Kentucky Safety Educator Standards (2.1); Experienced Teachers Standards (2, 3, 4, 5, 6, 7, 8, 9)
- L. Demonstrate knowledge of resiliency and risk factors in providing appropriate prevention and intervention strategies. Kentucky Safety Educator Standards (2.2); Experienced Teachers Standards (2, 3, 4, 5, 6, 7, 8, 9)
- M. Collaborate with students, teachers, administrators, certified/classified support staff, and parents to facilitate the integration of school safety, violence prevention, and social skills training into the academic

curriculum. Kentucky Safety Educator Standards (2.3); Experienced Teachers Standards (1, 2, 3, 4, 5, 8, 9)

V. CONTENT OUTLINE:

- A. School-wide and Classroom use of Positive Behavioral Interventions and Supports
- B. Facilitating Positive Interpersonal Relationships
- C. Principles of Stress and Anger Management
- D. Principles and strategies in Verbal De-escalation, Conflict Resolution, and Peer Mediation
- E. Understanding Bullying, Discrimination, Equity, Harassment, and Multi-cultural issues
- F. Cognitive Behavior Modification
- G. Utilizing Building Safety and Supervision Plans
- H. Use and effectiveness of Surveillance Technology
- I. Alternative Class, School-Wide, and District Level Behavior Management Plans and Policies
- J. Threat Identification, Assessment, and Management
- K. Typical and Atypical cognitive, physical, and socio-emotional development of P-12 students
- L. Identifying appropriate interventions based on existing resiliency and risk factors
- M. Collaborative development and implementation of school safety related programs into P-12 environments.

VI. INSTRUCTIONAL ACTIVITIES:

Instructional activities are to be specified by the instructor. However, sample activities may include: class lectures, site visits, interviews, research, group presentations, videos, role-play simulations quizzes, and tests. Students will create a portfolio entry that outlines a classroom management plan.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

A minimum of fifteen hours field experience will be required of each student as he or she completes the course requirements.

VIII. RESOURCES:

Fein, R., Vossekul, B., Pollack, W., Borum, R., Modzeleski, W., & Reddy, M. (2002). Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates. U.S. Department of Education, Office of Elementary and Secondary Education, Safe and Drug-Free Schools Program and U.S. Secret Service, National Threat Assessment Center, Washington, D.C.

Sprick, R. S., Garrison, M., & Howard, L. M (1998). CHAMPs: A proactive and positive approach to classroom management. Longmont, CO: Sopris West.

Sprick, R. S. & Howard, L. M (1998). The teacher's encyclopedia of behavior management: 100 problems/500 plans. Longmont, CO: Sopris West.

IX. GRADING PROCEDURES:

Letter grades are awarded based on the activities chosen by each instructor. Activities will be given points and the total point system will be based on the department of Special Education standard grading scale. This scale appears below:

A = 90 - 100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

E = 0 - 59%

X. ATTENDANCE POLICY:

This course adheres to the policy published in the current *MSU Graduate Bulletin*.

XI. ACADEMIC HONESTY POLICY:

This course adheres to the policy published in the current *MSU Graduate Bulletin*.

XII. TEXTS AND SUPPLEMENTAL READINGS:

Smith, Malcolm L. (1999). The Peaceful Intervention Program: A guidebook for caring for angry children and youth. Lawrence, KS: Malcolm Smith Consulting.

Kerr, M. M., & Nelson, C. M. (2001). Strategies for Addressing Behavior Problems in the Classroom, (4th Ed.). Columbus, Ohio: Merrill.

And other readings as assigned by the instructor.

XIII. PREREQUISITES: None