



ArmchairEdClockHours
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Overview:

ArmchairEdClockHours.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Implement a strength-based approach to manage challenging behaviors
2. Teach prosocial behaviors
3. Create guiding principles for behavior

The following published book is currently being used as a text for the ArmchairEdClockHours course:

Beyond Behavior Management: The Six Life Skills Children Need. Bilmes, J. (2012). Red Leaf Press: St. Paul, MN. 319 pages.

All children, not just those with challenging behaviors, need the social and emotional tools to grow and thrive on their own. This course provides everything you need to help all children build and use six essential life skills: attachment, belonging, self-regulation, collaboration, contribution, and adaptability.

Developed and tested in the classroom, this strength-based approach includes strategies, examples of supportive interactions, and special activities to help you manage challenging behaviors and foster social and emotional development in all children. Educators will be able to teach children to exhibit more prosocial behaviors, work better as a classroom community, and become excited and active learners.

Credit Options:

The course will be offered for 30 clock hours, based on the length and substance of the book, and related activities. **The course will include 30 multiple-choice questions and two required essays.**

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion.

Two Essays Required:

Choose one essay from the following essay choices:

Essay 1: Copy the "This Way or That Way Form" from page 27 in the text. Follow the author's directions that begin at the bottom of page 5 and continue on to page 10. Think of two children you've taught as you read the introduction to the life skills and mark the form as Bilmes directs. In your essay, give examples of interactions you had with each child that relate to the



life skills and why you placed the child where you did on the form. Include the form with your essay.

Essay 2: Each chapter ends with a Reflection/Journal assignment. For each of the reflections, identify the life skill you are reflecting on, then write a paragraph or two before moving on to the next. No need to copy the form from the text. Then, choose one of the life skills and create and implement a plan for developing and strengthening that life skill. Describe the results.

Essay 3: Reread pages 229-230 in the text regarding Guiding Principles of Behavior. Begin your essay with a copy of your class rules. Compare your rules to the guidelines in the text. How do yours compare? Give yourself a letter grade and then in your essay, discuss the reasons for your assessment. Do your rules fit the Guiding Principles of Behavior? In what ways? Do you want or need to make changes?

Required Essay: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Plan a unit with assessment

- Action Research

- Extended learning, including research and developed activities

- Create forms or systems for use in your classroom including assessment tools

- Plan an 'event', meeting or other pertinent program and report/reflect on it

- Try using some of the games, activities or language from the text in your own classroom and in your essay report on what you tried and the result

You may combine any of these or develop your own. You may e-mail info@armchairedclockhours.com if you desire specific permission for your topic. The essay must demonstrate knowledge of the course and text, and direct application to your own educational position.

Essay scoring rubric:

- Two essays required

- One essay 2-3 pages

- One essay 3-5 pages

- Single spaced, 10 to 12 size font

- Use of introduction and summary statement (even when a unit is developed)

- Demonstration of grammar, spelling and writing skill

- Demonstration of applied knowledge

All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.