



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. Analyze disruptive behavior in students
2. Analyze your response to the disruptive behavior
3. Apply attachment theory to your classroom management
4. Create and implement problem-specific best classroom management practices

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

**Difficult Students and Disruptive Behavior in the Classroom: Teacher Responses That Work.** Austin, V. & Sciarra, D. (2016). Norton: New York, New York.

Educators are teaching in a very different environment compared to twenty years ago, with students presenting at-risk social and emotional behaviors in general education classrooms, leaving educators feeling ill-equipped to effectively deal with their issues. This course provides the skills-based interventions educators need to address the most common problem behaviors in the classroom. It uses problem-specific best practices combined with an attachment-based foundation of sound pedagogical principles and strategies for reaching and teaching disruptive, difficult, and emotionally challenged students. The course also empowers educators to act wisely when problem behaviors occur, improve relationships with students, and teach with greater success and confidence.

### **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: Each chapter in the text includes vignettes of disruptive students. Write a vignette of a student you cannot forget because of his/her disruption in your classroom. Try to



include as many details as you can remember about a specific incident and the long term repercussions of that behavior. Based on the behavior you witnessed, which of the “Nines,” pages 234-238, do you think the student exemplified? Talk about what you did, or what other teachers did with that student, similar to the discussions about teachers in the text. What did the parents do? Was a physician involved? What did the school ultimately do? How does that student’s story end?

**Essay 2:** Use the list of “Nines” on pages 234-238 to talk about disruptive behavior you’ve witnessed in your classroom. Which are the most troubling to you? Which are the hardest for you to manage? What specifically have you done about disruption in your classroom? Have your actions helped students in any way? Are there any of these behaviors that you’ve never had to deal with?

**Essay 3:** Want to know more about Attachment Theory? Choose a book from References, pages 243-274 in the text. Read and review it. Or browse the internet. Google Attachment Theory and spend some time reading what’s online. In your essay, talk about what you learned there and what influence your learning might have in your classroom. Be specific, with at least two aspects of learning.

**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

You may combine any of these or develop your own. You may e-mail [info@armchairedclockhours.com](mailto: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.**

