



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. Evaluate the welcoming climate with your school and classroom
2. Evaluate and revise your classroom rules and procedures
3. Create a cooperative and respectful classroom
4. Create and implement a classroom management plan

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

**Better Than Carrots: Restorative Practices for Positive Classroom Management** (Smith, Fisher, Frey, 2015). ASCD: Alexandria, VA. 162 pages.

**Behavior Management: Positive Applications for Teachers** (Zirpoli, 2017). Pearson: Boston, MA. 394 pages.

**Positive Behavior Management and Restorative Justice**

This course provides a much-needed comprehensive and blended view of both positive behavior management and self-empowerment that addresses behavior by allowing students to correct it among themselves. Both school-wide strategies and individual strategies for positive behavior supports are addressed, while also focusing on how educators can develop unique behavior management strategies for individual students. It uses functional techniques, real-world classrooms, and practical information — all while covering the legal aspects of behavioral management, assessment strategies, strategies for special populations and diverse populations, age-related behavioral concerns, and the three-tier response-to-intervention approach. Furthermore, research shows that restorative practices are long lasting and wide reaching. The course provides a practical blueprint for creating a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together. You will establish procedures and expectations for student behavior that encourages the development of positive interpersonal skills, development a non-confrontational rapport



with the most challenging students, and implement conflict-resolution strategies that prioritize relationship building and mutual understanding over blame and retribution.

### **Credit Options:**

The course will be offered for 60 clock hours, based on the length and substance of the book, and related activities. **The course will include 50 multiple-choice questions and three required essays.**

### **Grading Rubric:**

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

### **One Essay Required From Better Than Carrots or Sticks**

Option 1: Reread the last paragraph on p. 107 in the text through to p. 109. Frame your essay around the discussion there. Describe a time you were wronged and use the questions on p. 108 to guide you. Continue to p. 109 to consider a time you caused another person harm, using the questions on that page as support. Reflect on the answers to those questions in your essay.

Option 2: Look again at the list of welcoming places listed on p. 134 in the text. Take a look around the school where you work. Look at the front office objectively and other places where adults might be found. Describe them in your essay and talk about how welcoming they feel. Describe the procedures followed in your school when new students arrive, or when new teachers or substitute teachers come to the building. Are those welcoming? List the obstacles that may be present in your building to creating a positive environment. How might they be overcome?

Option 3: Reread p. 53 to 57, The Value of Rules and Procedures. Talk about the rules and procedures that are in place in your classroom. Think of them with self-regulation in mind. Should you change some of your procedures? Will you? Why or why not?

Option 4: 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

- Compare/contrast your current education practice to that of the text

- 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

### **One Essay Required From Behavior Management**

Option 1: Reread the description of Measurement of Behavior, p. 129-135 in the text. Choose a data collection that fits the target behavior you wish to measure. In your essay, talk about the target behavior and the data collection method that you selected.



Use it to measure a target behavior of one of your students. Then describe the experience of collecting data. Were you able to measure the behavior accurately? What did you learn from collecting data in the way that you selected?

Option 2: Try your hand at developing a behavior intervention plan. Study Figures 13.1 and 13.2 on pages 313 and 314 in the text. Use those two examples and after reading through Chapter 13, develop a behavior intervention plan for a student who has been or is presently in your class. Include the intervention plan with your essay. In your essay, talk about the things you had to consider and do in order to develop the plan.

Option 3: Throughout the text you will find videos to enhance your understanding of the text. View one or more than sound interesting to you. Review the video(s) and discuss its application to the learning you are taking from this text.

Option 4: 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

- Compare/contrast your current education practice to that of the text

- 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

### **One Essay Required from Behavior Management and Better Than Carrots or Sticks:**

Essay Option: You've read two texts that focus on student behavior in the classroom and ways teachers manage that behavior to develop and maintain a climate that is conducive for the teachers to teach and the students to learn. In your essay, begin by talking about what you do now to control student behavior generally, classroom rules and procedures, and your plan for discipline. After reading the texts, what are you thinking? Are there things that you might consider changing? What and why and how will you go about making changes? If not, talk about why the climate in your classroom is working and your reasons for maintaining it. Were there takeaways from either text that gave you something new to think about?

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:**

- One essay required for Behavior Management, 2-3 pages

- One essay required for Better Than Carrots or Sticks, 2-3 pages

- One essay required for both Behavior Management and Better Than Carrots or Sticks, 4-5 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.**