

## Spring 2023 Semester

February 6, 2023 – May 26, 2023

<b>Title of Course: Stopping Disruptive Behavior</b>	
<b>Number of Sessions: 2</b>	<b>Grade Levels: K-12</b>
<b>Total Hours: 15</b>	<b>Total Number of Credits: 1</b>
<b>Course Start Date:</b> February 6, 2023	<b>Course End Date:</b> May 26, 2023
<b>Course Location:</b> Online at CE Credits Online <a href="http://www.cecreditsonline.org">www.cecreditsonline.org</a>	
<b>Maximum Course Enrollment:</b> 1000	
<b>Instructor's Name:</b> Jeffrey G. Christo	<b>Instructor's Telephone:</b> 425-788-7275
<b>Instructor's Email:</b> <a href="mailto:support@cecreditsonline.org">support@cecreditsonline.org</a>	
<b>Education Partner Fee:</b> \$99	
<b>Materials Fee</b> if applicable: N/A	
<b>Registration Deadline</b> April 17, 2023	

## Course Information

### Course Description

This course will teach learners effective strategies for both preventing and responding to disruptive behavior from K-12 students. The participants will plan proactive teacher behaviors and methods which create positive momentum in class. Additionally, educators learn appropriate ways to address disruptive behaviors after they occur in an intentional and professional manner which de-escalates the behavior pattern. Successful application of the learning in the course will increase student time on task, foster a positive classroom environment, and increase teacher and student morale.

Module 1 focuses on strategies that aim to prevent disruptive behavior from occurring at all. These strategies include establishing clear rules and procedures and using positive reinforcement to emphasize behavioral expectations.

Module 2 focuses on strategies for responding to disruptive behavior if and when it does occur. These strategies include a five-step verbal technique designed to stop disruptive behavior in its tracks, as well as a range of other strategies for handling low-level disruptions. The course will also cover how to select and deliver effective consequences that encourage students to reflect on the disruptive behavior and make better choices about their behavior in the future. The final project of this course asks learners to create an action plan mapping out how to handle a common scenario of disruptive student behavior that they are currently experiencing or have frequently experienced in the past.

## Target Grade Levels

K-12

## Integration of *Danielson Framework for Teaching* Components

Primary Standards:

2b Classroom Environment: Establishing a Culture for Learning

The course builds skills needed to an organized and professional learning environment for student success. Teachers will examine the effectiveness of organizational skill and routines in preventing disruptive behaviors. Additionally, the course evaluates the key role of positive feedback and high expectations on classroom environment. The outcomes of the course include a highly organized classroom with a positive environment needed for student success.

2d Classroom Environment: Managing Student Behaviors

The course leads educators to analyze causes, behaviors, and responses over a continuum of disruption level. This includes ways to address small disruptions and strategies to reduce and de-escalate more serious management issues. By guiding the participants to develop thoughtful plans to respond to disruptions, the course facilitates efficient classroom management which leaves all students and the teacher to perform at their best.

Additional Standards:

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2c Managing Classroom Procedures
- 2e Organizing Physical Space

Domain 4: Professional Responsibilities

- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4e Growing and Developing Professionally

## Integration of Standards

A Plus Instructional Priorities

Key Shift #2: Knowing Your Students

Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students

- **Social and Emotional Learning:** Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.
- **Using Data, Informed by Multiple Perspectives, to Understand Students:** Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction & assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.
- **Classroom Communities:** Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.

- **Welcoming Families:** Taking responsibility to learn about student cultures and communities while building and sustaining meaningful relationships with families.

NYS Professional Development Standards:

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

The New York State Teaching Standards

Standard I: Knowledge of Students and Student Learning

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Standard IV: Learning Environment

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Element IV.3:

Teachers manage the learning environment for the effective operation of the classroom.

Element IV.4:

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

### **Pedagogical Approach**

This course consists of two Modules, each of which features andragogic strategies to meet the needs of diverse teacher learners in the NYC DOE. Each Module is comprised of research-based best practices, reading assignments, classroom and pedagogically focused video, reflection/analysis questions, discussion boards ([Appendix A](#)), downloadable resources ([Appendix C](#)), a [Classroom Practice Analysis](#) and a comprehensive Final Project ([Appendix B](#)). The modules feature interactive presentations include presentation slides, readings, videos and engaging discussions. Topics including rules and values, procedures and routines, positive behavior strategies, addressing student behaviors and applying consequences. The participants access downloadable resources such as a discipline log and a procedure planning document. Throughout the course, the learners engage in

collaborative discussion boards on rules and procedures, discipline policy, and best practices in stopping disruptive behaviors. The final project synthesizes the course learning into a comprehensive plan to first prevent and also address disruptive behaviors.

Participants collaborate with colleagues at multiple times throughout the course: in the discussion board prompts in which they are asked to share advice, ideas, or strategies to the question(s) they posted. They also collaborate in the Classroom Practice Analysis that asks each learner to analyze and/or implement (depends on if the learner is currently teaching or not) one of the downloadable resources from the course. They work with 2-3 of their peers to evaluate the downloadable resource before submitting the Classroom Practice Analysis as part of the course's summative assessment.

### **Application to Instruction and Student Learning**

In this course, learners will develop both proactive and reactive strategies for classroom management that result in decreased disruption to the learning environment. The participants will analyze the connection between setting clear routines and procedures and student off task behaviors.

Additionally, strategies are developed to focus on positive reinforcement and high expectations in order to create a highly positive and engaged environment where disruption is less likely to occur. Learners analyze misbehavior, with an emphasis on understanding the root causes and function of common misbehaviors. The participants will learn strategies to redirect, correct, and de-escalate disruptive behaviors. Overall, the course will build management capacity, and result in a more orderly, productive, and positive learning environment.

Course Outcomes By the end of the course, learners will:

- Analyze how clear classroom rules and procedures can help prevent disruptive behavior, and how to develop and reinforce each in order to maximize their effectiveness.
- Compare and contrast the benefits and drawbacks of positive discipline and punitive discipline and justify which is most effective in managing disruptive behavior.
- Evaluate the effectiveness of strategies for responding to disruptive behavior, including how to select appropriate consequences that encourage students to make better choices about their behavior in the future.
- Determine the goal of disruptive behavior and analyze how the goal of the behavior is the key to finding a solution.
- Differentiate responses to misbehavior based on any additional circumstances, such as the student having a disability, experiencing trauma, being an English language learner, or other special circumstances.
- Analyze and/or implement one of the Downloadable Resources with support from NYCDOE colleagues to determine how best to use the resource to stop disruptive behavior.
- Understand clear structures and expectations for participation in a brave learning community.
- Utilize proactive strategies to mitigate student off-task behavior.
- Reflect on their own cultural upbringing and lived experiences with rules and values from childhood.
- Discuss ways that individual identity, culture, and lived experiences impact both the teacher's and student's perceptions of rules and values.
- Understand the problem of disproportionate discipline outcomes, and question structures that may contribute to that inequity.
- Understand that the teacher's composure and thoughtful response can mitigate disruptive behaviors.
- Use questioning techniques to build student self-regulation and reflection.
- Use de-escalation techniques to calm students and minimize disruption.

- Analyze the benefits of restorative mindsets.
- Create a Stopping Disruptive Behavior Action Plan that includes:
  - proactive strategies to minimize off task behavior
  - consideration of the historic disproportionality in discipline data
  - strategies based in research rather than personal underlying assumptions
  - de-escalation of more severe disruptions

### Assessment

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment. Participants receive feedback in 1-7 days of submission (review the Feedback section for more details).

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

### Connection to Culturally Responsive-Sustaining Dispositions & Practices (CR-SDP)

This course establishes a brave learning community that will rethink some of the traditional approaches, assumptions, and practices related to stopping disruptive behaviors. The first module focuses on using positive and proactive techniques to minimize disruptive behavior before it becomes violations of the discipline code. This makes discipline more about redirecting and teaching instead of punishing. Participants then consider the ways that traditional classroom management has caused disproportionate discipline outcomes over many years. In the second module, participants learn calm and measured strategies to respond to moderate and severe discipline infractions. These techniques focus on de-escalation. Participants will also consider how restorative practices can help rebuild relationships and the dignity of all involved in discipline violations. All the while, participants consider how their own identity, culture, values and assumptions can either help or hinder equitable practice - as they consider how teachers, students from the majority culture, and special populations can be affected by rules, procedures, and responses in different ways.

Major Assignment	Due Date
<a href="#">Classroom Practice Analysis</a>	Self-paced. Due by May 26, 2023
Final Project: <a href="#">Stopping Disruptive Behavior Action Plan</a>	Self-paced. Due by May 26, 2023

### Feedback

Participants receive formative feedback throughout presentations and in discussion boards. Participants are summatively assessed on Discussion Board participation ([Appendix A](#)), two Authentic Tasks and a Classroom Practice Analysis ([Appendix B](#)); and a Final Project ([Appendix C](#)) through rubric-based feedback from course facilitators. Authentic Tasks, the Classroom Practice Analysis, and Final Project feedback includes constructive feedback throughout the submission, a scored rubric, and a detailed summative comment.

Facilitators have received revised instructions and grading rubric and will now respond to every comment in each discussion board. Facilitators will inform each participant who has had a comment added to their post to return to the discussion board to continue the conversation and reply to their colleague's comment to their post.

Participants also complete both a pre- and post-assessment in the course. The pre-assessment enables participants to reflect on their prior knowledge, comfort level, and current level of competency, and the post-assessment allows them to determine what knowledge and skills they have gained by taking the course.

**Formative Feedback:**

Participants receive formative feedback throughout the course as part of the design of the interactive presentations (e.g., feedback on reflection/analysis questions, etc.). Participants also receive consistent and targeted formative feedback from Facilitators in the Discussion Boards, as facilitators provide public comments/responses/additional questions to drive thinking, collaboration, and connection to practice. This course makes a special effort to give formative feedback in the form of concept quizzes and final project components in every module.

**Summative Feedback:**

Participants receive rubric-driven summative feedback on their 12 Discussion Boards within 1-3 days of submission. For the two Authentic Tasks, Classroom Practice Analysis and Final Project, participants receive rubric driven feedback within one week of submission. Facilitators work with participants to support their successful completion of all tasks/Discussion Boards by providing opportunities for participants to resubmit work, based on targeted feedback, that falls below standards outlined in the course's rubrics.

**Grades**

Assignment(s)	Percentage of final grade
Classroom Practice Analysis	25%
Discussion Board Participation	25%
Final project	50%

## Course Calendar

Module #1 Preventing Disruptive Behavior	
Date: February 6, 2023 – May 26, 2023	Number of hours for this session: 7
Time: Self-paced	Assignments due today: May 26, 2023
Standards and Components Alignment:	
<p><b>Danielson Framework for Teaching:</b></p> <p>Domain 2: Classroom Environment</p> <ul style="list-style-type: none"> <li>• 2a Creating an Environment of Respect and Rapport</li> <li>• 2b Establishing a Culture for Learning</li> <li>• 2c Managing Classroom Procedures</li> <li>• 2e Organizing Physical Space</li> <li>• Managing Student Behaviors</li> </ul> <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none"> <li>• 4b Maintaining Accurate Records</li> <li>• 4c Communicating with Families</li> <li>• 4e Growing and Developing Professionally</li> </ul> <p>A Plus Instructional Priorities</p> <p>Key Shift #2: Knowing Your Students</p> <p>Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> <li>• <b>Social and Emotional Learning:</b> Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.</li> <li>• <b>Classroom Communities:</b> Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.</li> </ul>	<p><b>NYS Professional Development Standards:</b></p> <p>6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.</p> <p>The New York State Teaching Standards</p> <p>Standard IV: Learning Environment</p> <p>Element IV.1:</p> <p>Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.</p> <p>Element IV.3:</p> <p>Teachers manage the learning environment for the effective operation of the classroom.</p> <p>Element IV.4:</p> <p>Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.</p>
Objectives:	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of traditional discipline techniques.</li> <li>• Understand the importance of praise and tell what PBIS is.</li> <li>• Define your school and/or district's discipline policy.</li> <li>• Describe characteristics of effective teacher language.</li> </ul>	

- Understand the importance of procedures and the role they play in preventing disruptive behaviors.
- Design classroom procedures that clearly define what students should do in any scenario.
- Determine whether room setup supports newly designed procedures.
- Create a plan for teaching and reinforcing procedures to students.
- Understand the Safety, Order, & Rights value set and how it can support the creation of classroom rules.
- Understand clear structures and expectations for participation in a brave learning community.
- Utilize proactive strategies to mitigate student off-task behavior.
- Reflect on their own experiences with rules and values from childhood.
- Discuss ways that individual identity, culture, and experiences impact the teacher's and student's perceptions of rules and values.
- Understand the problem of disproportionate discipline outcomes, and question structures that may contribute to that inequity.

#### Topics and Agenda:

- Creating a Brave Learning Space
  - Reading: [Understanding Race and Privilege](#)
- Presentation: Stopping Disruptive Behavior Course Overview
  - Participants are provided with a link to the [NYS's Next Generation Learning Standards](#) and asked to align their work to these standards for their grade level where applicable.
- Presentation: Rules and Values
- Presentation: Routines and Procedures
- Discussion Board: [Reflecting on Rules and Values](#)
- Downloadable Resource: [Procedures Planning Document](#)
- Presentation: Positive Behavior Strategies
- Discussion Board: [Evaluating Your School's Discipline Policy](#)

#### Connection to Critical Consciousness/CRSE:

***Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

#### **Activity:**

- Presentation: Creating A Brave Learning Space
- Reading: [Understanding Race and Privilege](#)
- Presentation: Safety, Order, and Rights Value Set
  - Reflection Question:  
Review and reflect on your current or most recently used set of rules for your students:
    - How did you come up with your rules?
    - How do your rules help prevent disruptive behavior?
    - How do you use your rules to respond to disruptive behavior?
    - What about your rules is problematic?  
For example:
    - Are there disruptive behaviors that your rules don't address?



	<ul style="list-style-type: none"> <li>○ How do students feel about your rules? Have they bought into them?</li> <li>○ How has the cultural upbringing, identity or lived experiences of your students affected how they respond to your rules?</li> <li>• Discussion Board: <a href="#">Reflecting on Rules and Values</a></li> <li>• Presentation: Positive Behavior Strategies</li> <li>• Analysis: Understanding PBSIS <ul style="list-style-type: none"> <li>• Reading Analysis: <a href="#">Tear Down Your Behavior Chart!</a></li> <li>• Reading Analysis: <a href="#">Why Schools Over-Discipline Children With Disabilities</a> As you read, answer the following questions for yourself: <ul style="list-style-type: none"> <li>○ Why is this “discipline gap” a problem from a legal perspective?</li> <li>○ What role does race, cultural and identity play in the “discipline gap?”</li> <li>○ Is suspending students with disabilities typically effective in changing behavior?</li> <li>○ Connect this idea back to what you learned earlier about the function of behavior.</li> <li>○ How has PBIS been found to be an effective alternative to these traditional discipline techniques?</li> </ul> </li> </ul> </li> <li>• Reading Analysis: Inequities in Discipline Have traditional forms of classroom management and discipline been fair to all learners? Do teachers have underlying assumptions about students? Have traditional structures of schools created disparate impacts on students from minority ethnic, racial, religious, or other groups? What are the connections between implicit bias and racial disproportionality in discipline? Read the articles below to consider these questions. As you work on your plans to reduce misbehaviors and respond to misbehaviors - make sure to consider the implications of this research. When you post on the discussion board, make sure to consider how a student's individual identity, culture, and lived experiences may affect how they experience school discipline when compared to the dominant culture. Implicit Bias and school discipline statistics:</li> </ul>
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	<ul style="list-style-type: none"> <li>• <a href="#">Even Preschoolers Face Racial Bias</a></li> <li>• <a href="#">How Implicit Bias Impacts Our Children in Education</a></li> <li>• <a href="#">Racial disproportionality</a></li> <li>• <a href="#">Educator bias is associated with racial disparities in student achievement and discipline</a></li> </ul> <p>Racial disproportionality:</p> <ul style="list-style-type: none"> <li>• <a href="#">RACIAL DISPROPORTIONALITY IN SCHOOL DISCIPLINE: IMPLICIT BIAS IS HEAVILY IMPLICATED</a></li> <li>• Discussion Board: <a href="#">Evaluating Your School's Discipline Policy</a></li> </ul>
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#### Application to Instruction and Student Learning:

In this module, learners analyze proactive practices which create a well-managed classroom where disruptions are less likely to occur. Participants determine the power of high expectations and clear rules in creating a positive and orderly environment. The value of orderly procedures and direct teaching of routines will also be examined, as well as their connection to low levels of disruption. Participants engage in collaborative discussions of rules and values and analyze their school's discipline policy. Through application of these principles, a classroom will run more efficiently and more effectively.

#### Assessment and Feedback:

For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.

### Module #2 Responding to Disruptive Behavior

Date: February 6, 2023 – May 26, 2023

Number of hours for this session: 8 (Including Final)

Time: Self-paced

Assignments due today: May 26, 2023

#### Standards and Components Alignment:

##### **Danielson Framework for Teaching:**

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2e Organizing Physical Space
- Managing Student Behaviors

Domain 4: Professional Responsibilities

- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4e Growing and Developing Professionally

##### **NYS Professional Development Standards:**

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

##### **The New York State Teaching Standards**

Standard I: Knowledge of Students and Student Learning

Element I.1:

<p>Key Shift #2: Knowing Your Students Analyzing and improving instruction through a culturally responsive lens that highlights and supports teachers in knowing their students</p> <ul style="list-style-type: none"> <li>• <b>Social and Emotional Learning:</b> Understanding socio-emotional learning and integrating within a culturally responsive and sustaining instructional context.</li> <li>• <b>Using Data, Informed by Multiple Perspectives, to Understand Students:</b> Understanding how to effectively utilize a range of qualitative and quantitative data sources to inform and adapt instruction &amp; assessments; Ensuring that multiple perspectives must shape not only which data teachers collect, but also how teachers analyze and interpret data.</li> <li>• <b>Classroom Communities:</b> Developing a classroom culture that welcomes and affirms the individual identities and strengths of each student.</li> <li>• <b>Welcoming Families:</b> Taking responsibility to learn about student cultures and communities while building and sustaining meaningful relationships with families.</li> </ul>	<p>Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.</p> <p>Element I.4:</p> <p>Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.</p> <p>Standard IV: Learning Environment</p> <p>Element IV.1:</p> <p>Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.</p> <p>Element IV.3:</p> <p>Teachers manage the learning environment for the effective operation of the classroom.</p> <p>Element IV.4:</p> <p>Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.</p>
<p><b>Objectives:</b></p>	
<p>In this Module, learners will:</p> <ul style="list-style-type: none"> <li>• Understand what natural and logical consequences are and why they are effective.</li> <li>• Describe strategies for tracking student behavior and working with parents to support student behavior.</li> <li>• Identify and explain 3-5 strategies for redirecting, correcting, or de-escalating problem behavior.</li> <li>• Give an example of how to effectively administer a logical consequence to a student using precise language.</li> <li>• Demonstrate the appropriate mindset with which to approach student misbehavior and explain why that mindset is key to effective behavior management.</li> <li>• Explain how to use questioning to address student behavior.</li> <li>• Analyze and/or implement one of the Downloadable Resources with support from NYCDOE colleagues to determine how best to use the resource to stop disruptive behavior.</li> <li>• Understand that the teacher's composure and thoughtful response can mitigate disruptive behaviors</li> <li>• Use questioning techniques to build student self-regulation and reflection.</li> <li>• Use de-escalation techniques to calm students and minimize disruption.</li> <li>• Analyze the benefits of restorative mindsets.</li> </ul>	

- Create a Stopping Disruptive Behavior Action Plan that includes:
  - proactive strategies to minimize off task behavior
  - consideration of the historic disproportionality in discipline data
  - strategies based in research rather than personal underlying assumptions
  - de-escalation of more severe disruptions.

#### Topics and Agenda:

- Presentation: Addressing Student Behavior
- Discussion Board: [Sharing Best Practices: Addressing Disruptive Behavior](#)
- Presentation: Determining Consequences
- Presentation: Final Keys to Success
- Discussion Board: [Final Thoughts](#)
- Downloadable Resource: [Discipline Log](#)
- [Classroom Practice Analysis](#)
- Final Project: [Stopping Disruptive Behavior Action Plan](#)

#### Connection to Critical Consciousness/CRSE:

***Criteria from Rubric (the criteria marked by an asterisk (\*) will be evaluated this year but providers may address other criteria):***

\* Goals clearly connect to supporting teachers in developing more equitable practices for all students, in particular those who have been historically underserved and marginalized (including but not limited to students of color, students with disabilities, and multilingual learners)

\* Course integrates historical and contemporary resources and research that reflect and center the experiences and perspectives of non-dominant racial and cultural groups

\* Course builds participants' capacity to identify and question underlying personal and institutional beliefs, norms, practices, and assumptions that contribute to inequity

#### **Activity:**

- Presentation: Addressing Student Behavior
- Reflection Question:  
Before we jump into specific strategies for addressing disruptive behavior, let's take a step back and consider the teacher mindset that is most likely to lead to positive results. It is important to consider the questions of 'who we are impacts how we teach' so we must engage in critical self-reflection.  
Think of two different students whose disruptive behavior you have addressed in the past:
  - One student to whom you felt your response was effective.
  - One student to whom you felt your response was not effective.
 Reflect on both scenarios/students:
  - How did you respond to each student, and why did you respond that way?
    - Include a consideration for your emotional response.
  - What was your relationship like with each student?
    - Include considerations for your mindset towards and biases or assumptions about each student.
- Reading Analysis: [Restorative Discipline in Schools](#)
- Video: [Restorative Practice](#)

Restorative Practices are based on principles that emphasize the importance of positive relationships as central to building community and involve processes that restore relationships when harm has occurred.

A Restorative School Environment:

- Builds relationships.
- Gives students a voice.
- Creates an inclusive community.
- Works with students
- Is consistent with the Restorative Process.

- Reading: [Best Practices in Restorative Discipline](#)

- Example: [Restorative Discipline Makes Huge Impact in Texas Elementary and Middle Schools](#)

- Reflection Question:

After watching and reading the resources on the previous slide, take time now to reflect on how implementing these practices can lead to a more equitable classroom for all students.

The video, [Restorative Practices](#), emphasized the importance of positive relationships as being central to building a community and involves processes that restore relationships when harm has occurred.

Benefits of a Restorative School Environment:

- Builds relationships.
- Gives students a voice.
- Creates an inclusive community.
- Works with students
- Is consistent with the Restorative Process.

How does this lead to a more equitable classroom for all?

- Discussion Board: [Sharing Best Practice: Addressing Disruptive Behavior \(De-escalation\)](#)
- Presentation: Determining Consequences Fair Doesn't Mean Equal – Considers consequences based on an informed decision and the individual student's needs, cultural upbringing, identity and lived experiences.
- Presentation: Final Keys to Success
  - Reading: [Listening to Parents: What It Means to Be an Ally](#)

	<p>As you read, think about:</p> <ul style="list-style-type: none"> <li>○ What resonated with you most in this story about Michael, his mother, Angela, and the principal?</li> <li>○ What does it mean to be an ally? What specific actions can you take to show parents and students that you are an ally?</li> <li>○ From which of these four strategies could you most benefit on focusing, and why? <ul style="list-style-type: none"> <li>▪ How do you see the strategy you selected applying to your day-to-day interactions with parents?</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• <a href="#">Classroom Practice Analysis</a></li> <li>• Discussion Board: <a href="#">Final Thoughts</a></li> <li>• <a href="#">Stopping Disruptive Behavior Action Plan</a></li> </ul>
<b>Application to Instruction and Student Learning:</b>	
<p>In this module, participants will examine the causes of student disruptive behavior and determine the best practices for addressing the situations effectively, efficiently, and professionally. Participants will utilize a systematic procedure to track student discipline to work with parents for the student's success. Additionally, the learners will analyze multiple strategies for correcting, redirecting, and de-escalating situations in the classroom. Participants collaborate on a robust discussion sharing successful practices for addressing disruptive behavior. As a final project, the educators create an action plan that documents a systematic and comprehensive plan for reducing disruptions and creating a well-managed, positive environment.</p>	
<b>Assessment and Feedback:</b>	
<p>For each Authentic Task, Discussion Board, and Classroom Practice Analysis description and rubric, click the links in the Topics and Agenda section. Participants will receive feedback on Discussion Board responses within 1-3 days of submission.</p>	

## Appendix A

### Discussion Boards and Rubric

#### Discussion Boards:

Module	Title	Text
1	Reflecting on Rules and Values	<p>Reflect on what you've learned so far about classroom rules, replacing rules with values, and the importance of developing rules or values with your students to maximize buy-in. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What do you recall about how rules were implemented when you were a child -- either at school or at home?</li> <li>2. How have you generated, introduced, and utilized classroom rules in the past?</li> </ol>

		<ol style="list-style-type: none"> <li>3. How does the approach to rules you learned about in this presentation compare to the approach from your childhood and the approach you've been using thus far as an educator?               <ol style="list-style-type: none"> <li>a. Evaluate each in terms of effectiveness, specifically regarding stopping disruptive behavior.</li> </ol> </li> <li>4. How did your own cultural upbringing, identity and lived experiences influence your perception of the authority figures at school? How may the perception of a student from the majority culture and one from a minority culture differ in relation to the authority figures, rules, and systems of a school?</li> <li>5. Respond to at least one of your colleagues with a reflection on or connection to their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>(Please see rubric)</b>)</li> </ol>
1	Evaluating Your School's Discipline Policy	<p>Reflect on what you've learned so far about positive strategies to prevent disruptive behavior. Compare and contrast those strategies with what you learned through your research about your school and/or district's approach to discipline. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. How is your school or district currently promoting a positive approach to discipline, and/or promoting preventative measures to stop disruptive behavior before it starts?               <ol style="list-style-type: none"> <li>a. Are there any specific strategies from this course that are mentioned by your school or district?</li> </ol> </li> <li>2. Do any of the procedures and structures in place have the potential to contribute to a negative environment or to inequity?</li> <li>3. What suggestions would you make to your school/district for implementing a more positive, preventative or equitable approach, or for improving their current approach, if granted the opportunity?</li> <li>4. Finally, respond to one of your colleagues by sharing a connection or reaction to their thoughts. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>(Please see rubric)</b>)</li> </ol>
2	Sharing Best Practices	<p>Reflect on what you've learned so far about addressing low-level, moderate, and more serious disruptions. Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. What have you found to be the most effective strategies for responding to disruptive behavior in your practice? Describe them in enough detail that someone reading your post could replicate in their own classroom.</li> <li>2. Can you think of any traditional practices in response to disruptive behavior that may have contributed to a negative environment, or to inequities? If so, what is a better practice that you have learned to use?</li> <li>3. What strategies from this presentation do you plan to start implementing, and why?</li> <li>4. What challenges do you still foresee facing in this area? Pose a question to your colleagues asking for advice.</li> <li>5. Can you describe one or more ways that you try to restore the relationships in the classroom after a moderate or severe</li> </ol>

		<p>discipline infraction? How can you restore the dignity of the teacher and students who were affected by the behavior - but also build the dignity and restore the relationships with the student who violated the discipline code?</p> <p>6. Respond to at least one of your colleagues by offering advice, ideas, or strategies to the question(s) they posted. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>(Please see rubric)</b>)</p>
2	Final Thoughts	<p>Post to the discussion board answering the following questions:</p> <ol style="list-style-type: none"> <li>1. Which ideas presented in the course did you find to be most valuable? How successful have the techniques worked for you, if you've had the opportunity to use them?</li> <li>2. What did you learn about your own culture, values, or underlying assumptions in relation to disruptive students and discipline systems? How may students from non-dominant minority groups (LGBTQ2S+, Black, Indigenous, People of Color and other racialized and marginalized groups) have developed a different lens on school discipline than majority culture?</li> <li>3. What elements, strategies, and/or mindsets do you feel are most important to successfully stopping disruptive behavior? Write a justification for why each is so vital.</li> <li>4. Respond to at least one of your colleagues with a reflection on or connection to their post. (Your response should be meaningful, with a goal to push each other's thinking rather than offering a superficial exchange. <b>(Please see rubric)</b>)</li> </ol>

#### Discussion Board Rubric

1: Does Not Meet Expectations	2: Partially Meets Expectations	3: Meets Expectations	4: Exceeds Expectations



<p>Participant rarely shares thoughtful reflections or responds to colleagues in a respectful and engaging way.</p> <p>Participant provides a low level of detail in entries.</p> <p>Participant typically does not include informative examples or foster discussions.</p> <p>Participant's responses are unclear or poorly written.</p> <p>Participant does not respond to colleague.</p> <p>Participant includes no self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant partially shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides some level of detail in entries.</p> <p>Examples are somewhat helpful and informative and occasionally foster discussions.</p> <p>Participant's responses are somewhat clear and well written.</p> <p>Participant responds to a colleague providing basic information.</p> <p>Participant includes little self-reflection or consideration of issues related to critical consciousness.</p>	<p>Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.</p> <p>Participant provides an adequate level of detail in entries.</p> <p>Examples are satisfactorily helpful and informative and foster discussions.</p> <p>Participant's responses are clear and well written.</p> <p>Participant responds to a colleague in a meaningful way and provides useful and relevant information.</p> <p>Participant engages in self-reflection and consideration of issues related to critical consciousness.</p>	<p>Participant frequently shares thoughtful reflections and responds to and collaborates with colleagues in a respectful and engaging way.</p> <p>Participant provides a high level of detail in entries.</p> <p>Examples are very helpful and informative and almost always foster discussions.</p> <p>Participant's responses are exceedingly clear and well written.</p> <p>Participant responds to colleagues in a meaningful way and provides useful and relevant information while demonstrating understanding of the topic being discussed.</p> <p>Participant engages in meaningful and extensive self-reflection and consideration of issues related to critical consciousness and advances the group discussion of these issues.</p>
<p>Participants will not be provided a grade within the discussion boards without having provided a comment to a fellow colleague.</p> <p>Participants will be informed when a fellow colleague has commented on their board post and encouraged to continue the conversation.</p> <p>Facilitators will offer comments and guidance on every discussion board submission.</p> <p>Facilitators will inform participants where and in what way their response was insufficient.</p>			

## Classroom Practice Analysis

For this activity, you will choose one of the downloadable resources from the course to implement in your practice. If you are in the classroom currently, you will answer the first set of questions. If you are on break or not currently teaching, you will answer the second set of questions.

In the Classroom:

- What is the name of the resource?
- Why did you pick this resource to implement? Please be specific.
- Before implementing the resource, what were your expectations on how it would impact your practice?
- During implementation did you alter the resource in any way?
  - If so, how? And why?
  - If not, why?
- How did students/colleagues respond during/after the resource? Do you think it positively impacted your audience? Why or why not?
- How did the resource impact your practice? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with your students?
- How do you plan on improving the resource for the future?

Out of the classroom:

- What is the name of the resource?
- Why did you pick this resource? Please be specific.
- No resource is neutral, from a critical consciousness perspective. What is the viewpoint/background of the author/creator of this resource? How might that viewpoint/background affect the way you use this resource, or make it more or less effective at working with students from varying backgrounds?
- How do you plan on using this resource?
- What specific modifications will you make to the resource to ensure its effectiveness in the classroom/with peers?
- How do you think this resource will impact your classroom/peers?
- How will you measure the success of this resource (e.g., assessment, data collection, etc.)?

## Classroom Practice Analysis Rubric

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations
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<b>Resource Choice</b>	Learner provides the name of a relevant downloadable resource with a clearly articulated rationale for why the resource was selected.	Learner provides the name of a downloadable resource with a rationale for why the resource was selected.	Learner provides the name of a resource with a vague rationale for why the resource was selected.	Learner does not define a downloadable resource and/or fails to provide a description of why the resource was selected.
<b>Planning</b>	Learner includes an explicit plan, outlining how the resource will be implemented with fidelity, including a thorough overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes a plan, outlining how the resource will be implemented with an overview of the expected impact on peers and modifications to ensure effectiveness.	Learner includes an underdeveloped plan, outlining vaguely how the resource will be implemented with an overview of some of the expected impacts on peers.	Learner does not provide a plan that outlines how the resource will be implemented or the expected impact on peers.
<b>Analysis</b>	<p>Learner provides a thoughtful reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various expert ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner deeply engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating various ways to evaluate and modify the resource to ensure that it is effective.</p> <p>Learner engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides a vague reflection on how the resource did/will impact their classroom, peers, and/or practice, while indicating one way to evaluate the resource to ensure that it is effective.</p> <p>Learner minimally engages with the resource on issues related to author/creator perspective and critical consciousness.</p>	<p>Learner provides no reflection on how the resource did/will impact their classroom, peers, and/or practice, while failing to outline how they will evaluate the resource to ensure that it is effective.</p> <p>Learner does not engage with the resource on issues related to author/creator perspective and critical consciousness.</p>

## **Appendix B**

### **Final Project and Rubric**

#### **STOPPING DISRUPTIVE BEHAVIOR ACTION PLAN**

The final project for this course is to create an action plan for how to handle a common disruptive student behavior. This disruptive behavior can be based one that you either:

- Are currently experiencing.
- Have frequently experienced in the past (and anticipate experiencing again).

Along with your action plan, you'll submit accompanying artifacts (such as parent contact logs or behavior contracts) that you'll need to carry out your plan.

This assignment is divided into three parts, each of which is described in greater detail on the following pages:

- Part 1: Choosing a Behavior
- Part 2: Making an Action Plan
- Part 3: Creating Supporting Artifacts

Note: You will be graded based on the rubric at the end of this document.

#### **PART 1: CHOOSING A BEHAVIOR**

Choose a disruptive student behavior that you are currently experiencing, or that you have frequently experienced in the past (and anticipate experiencing again).

The behavior can be:

- a low-level disruption, such as calling out; or
- a moderate disruption, such as defiance; or
- a serious disruption, such as violence.

Once you've chosen your behavior, answer the following questions:

1. What is the specific behavior that you would like to stop?

2. With what appropriate behavior would you like to replace the disruptive behavior? (For example, "I would like the student(s) to raise their hand instead of calling out.)
3. What strategies have you already tried, and what was the result of each?

## PART 2: MAKING AN ACTION PLAN

Think back to the preventative and responsive strategies you've learned throughout this course.

1. What preventative and responsive strategies can you use to stop the disruptive behavior that you chose in Part 1? At least 3 preventative strategies and at least 3 responsive strategies are required.
2. Create an action plan to map out how you'll implement the strategies you named above. An optional template is provided below. Add additional rows if necessary.

[illegible]

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### PART 3: CREATING SUPPORTING ARTIFACTS

What artifacts will you need to support the plan you just made? Create all requisite artifacts—a minimum of two are required. Artifacts may include, but are not limited to:

- Parent contact log
- ABC behavior log
- Discipline log
- Individualized behavior plan, chart, and/or contract
- Draft parent communications

### RUBRIC: STOPPING DISRUPTIVE BEHAVIOR ACTION PLAN

Criteria	4-Exceeds Expectations	3-Meets Expectations	2-Approaching Expectations	1-Does Not Meet Expectations	Score
Part 1: Choosing a Behavior	A clear description of the disruptive behavior and replacement behavior, along with a detailed description of the strategies tried thus far and an evaluation of why each strategy was or was not successful.	A clear description of the disruptive behavior and replacement behavior, along with a detailed description of the strategies tried thus far.	A vague or unclear description of the disruptive behavior, replacement behavior, and/or the strategies tried thus far.	Brief or no description of the disruptive behavior, replacement behavior, and/or the strategies tried thus far.	
Part 2: Making an Action Plan— Preventative Strategies	A clear description of how at least 3 preventative strategies will be implemented—including timelines, resources, and reminders—and an explanation for why	A clear description of how at least 3 preventative strategies will be implemented—including timelines,	A vague, unclear, or incorrect description of how at least 3 preventative strategies will be implemented.	A vague, unclear, or incorrect description of how 2 or fewer preventative strategies will be implemented.	

	the learner expects each strategy to be effective with his or her student population.	resources, and reminders.			
Part 2: Action Plan—Responsive Strategies	A clear description of how at least 3 responsive strategies will be implemented—including timelines, resources, and reminders—and an explanation for why the learner expects each strategy to be effective with his or her student population.	A clear description of how at least 3 responsive strategies will be implemented—including timelines, resources, and reminders.	A vague, unclear, or incorrect description of how at least 3 responsive strategies will be implemented.	A vague, unclear, or incorrect description of how 2 or fewer responsive strategies will be implemented.	
Part 3: Supporting Artifacts	Three or more well-designed learner-created artifacts that clearly support the action plan.	Two well-designed learner-created artifacts that clearly support the action plan.	Two learner-created artifacts that may or may not support the action plan, and/or are not well-designed.	One or no learner-created artifacts.	
Overall Cohesiveness	Overall, the action plan presents a cohesive and detailed roadmap for how to stop the identified disruptive behavior that is aligned to the teachings of this course.	Overall, the action plan presents a cohesive and detailed roadmap for how to stop the identified disruptive behavior.	Overall, the action plan is vague or unclear.	Overall, the action plan does not explain how to stop disruptive behavior.	

## **Appendix C**

### **Downloadable Resources**

#### **Procedures Planning Document**

*This tool to help plan out and clearly visualize your classroom routines and procedures. The first section asks users to start by listing all different types of learning activities which occur. Then the tool helps brainstorm all necessary routines and procedures to support the learning activities above, along with any other classroom or school activity. This results in a framework to determine all needed routines for the classroom.*

#### **Discipline Log**

*This tool to track a student's discipline incidents throughout the school year, as well as the action steps that the student, teacher, and/or parent have committed to. A separate file should be recorded and kept on each student. The summaries of each infraction include a description of how the incident was resolved with the student and if any follow up is required. This provides a systematic approach to record keeping that is useful for organization, planning, and accountability.*