COURSE OUTLINE

ABAP 465 - CLASSROOM MANAGEMENT AND PREVENTING SCHOOL VIOLENCE

Prepared By: Dr. Stephen F. Ledoux
A. **TITLE:** CLASSROOM MANAGEMENT AND PREVENTING SCHOOL VIOLENCE

B. **COURSE NUMBER:** ABAP-465

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks face–to–face or asynchronous

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**

   This course covers the application of the natural science and technology of behavior, behaviorology, to classroom management practices to prevent school violence. The course first examines the scientific understanding of punishment and coercion because these provide the bases of many school practices that, unintentionally, prompt violence. Through a systematic and data–based orientation, the course next examines the positive, pro–active, non–coercive classroom management practices that school teachers and staff can personally implement—especially in the classroom but also in the cafeteria and gym, and on the bus and playground—to reduce and prevent the occurrence of all kinds and levels of school violence while also enhancing the effectiveness of instruction. Then the course examines the school–wide policies and procedures (as encouraged by legislation such as the New York Safe Schools act) that can be implemented to deter incipient school violence. Developing behavior management–related skills, especially those applicable to changing the circumstances that lead to school violence so as to reduce that violence, is an integral course component.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): Introduction to the Science and Technology of Behavior (ABAP 245) or Principles of Education (EDUC 210), or permission of instructor.

   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**

   By the end of this course, the student will be able to:

<table>
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<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tr>
<td>a. Summarize the analysis of the scientific foundations of punishment and coercion, especially as related to school violence</td>
<td>2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal Skills</td>
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<td>b. Demonstrate knowledge and skill development in the positive, pro–active, non–coercive classroom management practices relevant to changing the circumstances that lead to school violence</td>
<td>1. Communication 2. Crit. Thinking 3. Prof. Competence 4. Inter-Intrapersonal Skills</td>
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K. **TEXTS:**

- *Coercion and Its Fallout* by Dr. Murray Sidman
- *Coercion and its Fallout Study Guide* by Kopp
- *Keys to Classroom Management* by Dr. Glenn Latham
- *Study Questions for Latham's Keys to Classroom Management* by Stephen Ledoux
- *After Columbine* by Kelly Zinna
- *Study Questions for Zinna's After Columbine* by Stephen Ledoux

(See references.)

L. **REFERENCES:**


M. **EQUIPMENT:** Smart classroom.

N. **GRADING METHOD:** A-F
O. **MEASUREMENT CRITERIA/METHODS:** To be determined by the instructor.

Possibilities include but are not limited to:
- assigned homework completion
- research papers
- book reports
- group oral/written reports
- individual oral/written reports
- essays
- class participation
- projects
- journals
- quizzes
- tests
- exams

P. **DETAILED COURSE OUTLINE:**

I. Analysis of the scientific foundations of punishment and coercion, especially as related to school violence.

A. Behaviorological foundations.
   1. Natural science analysis.
      b. Laboratory contributions to knowledge.
   2. The coercive side of reality.
      a. Hostile community.
      b. Hostile environment.
   4. Coercion research.

B. Punishment, escape, and avoidance.
   1. Punishment facts.
      a. Punishing stimuli.
      b. Punishment control.
   2. Punishment side–effects.
      a. Short range (physiological responses).
      b. Long range (physical responses).
   3. Escape facts.
      a. Learning escape.
      b. Subtracted reinforcement and escape.
   4. Escape routes.
      a. Tuning out (of interest, responsibility, etc.).
      b. Dropping out (of school, family, religion, society, life).
   5. Avoidance facts.
      a. Causes.
      b. Prevention.
   6. Avoidance results.
a. Slow learning.
b. Superstitions.

7. Avoidance techniques.
   a. Turning inward.
   b. Whistle blowing.

   a. Phobias.
   b. Anxiety.
   c. Amnesia.

C. Coercion problems and alternatives.
   1. Coercion and conditioned suppression.
      a. Becoming careless, then callous, then cruel.
      b. Economics of anxiety.
   2. Coercion and conscience.
      a. Conscience origins.
      b. Conscience control.
   3. Coercion breeding coercion.
      a. Aggression.
      b. Counteraggression.
   4. Changeable independent variables of coercive behavior.
      a. Know thyself.
      b. Know thine environment.
   5. Local alternatives to coercion.
      a. General level of added reinforcement.
      b. Added reinforcement in home and school.
   6. Global alternatives to coercion.
      a. Added reinforcement in diplomacy.
      b. Added reinforcement in society and law enforcement.

II. Examination and development of the positive, pro–active, non–coercive classroom management practices and skills relevant to changing the circumstances that lead to school violence so as to reduce and prevent school violence while also enhancing the effectiveness of instruction.

A. Principles being applied.
   1. Behavior and the immediate environment.
   2. Consequences and behavior.
   3. Positive consequences preferred.
   4. Changes in behavior over time as fundamental data.
   5. Past behavior predicts future behavior.

B. The application of principles in school settings.
   1. Communicate expectations.
   2. Ignore inconsequential behavior.
   3. Selectively reinforce appropriate behavior.
   4. Proactive versus reactive responding.
   5. Stop then redirect inappropriate behavior.
   6. Apply consequences.

C. Getting/keeping students on task.
1. On–task behavior and academic success.
2. Begin instruction immediately.
3. Manage by walking around.
5. Data–validated instructional practices.
   b. Direct instruction.
   c. Precision teaching.
   d. Personalized system of instruction (PSI).

D. Improving teacher–to–pupil interaction quality.
2. Negative traps to avoid.
   a. Criticism.
   b. Arguing.
   c. Logic.
   d. Questioning.
   e. Sarcasm.
   f. Despair / pleading.
   g. Threats.
   h. Physical force.
4. The treatment curve.

E. Significance of student responding.
1. Successful student responding.
2. Increasing the rate if successful student responding.
3. Prompting responding.
   a. Lecture less.
   b. Query more.
4. Ensure students’ equal opportunity to respond.
5. Ensure risk–free responding.

F. Controlling classroom innovations and distractions.
1. Evaluate innovations.
   a. Birth and death cycle of educational innovations.
   b. Avoid unnecessary, unsound innovations.
2. Conditions of sound innovations.
   a. Supported with reliable, experimental data.
   b. Availability of adequate resources for implementation.
   c. Availability of adequate training for implementation.
   d. Commitment to retain after value again documented.
   a. Unnecessary trips.
   b. Unnecessary / inappropriate behavior.
4. Reduce / eliminate outside assaults on instruction–time.
   a. “Educational” TV.
   b. PA announcements.
   c. Office messages.
d. Unplanned visits (other than mandates like fire drills).
e. Require appropriate visitor behavior.
   a. Trips to principal’s office (Send when especially good!).
   c. After–school detention.
   d. In–school suspension.
   e. Expulsion.
6. Evaluate out–of–classroom disciplinary measures, and use only if data demonstrates effectiveness.
   a. Data shows student’s in–class behavior steadily improving?
   b. Data shows need for measures steadily decreasing during school year?
   c. Data shows teacher’s ability to manage students’ in–class behavior steadily increasing?
   a. Assemblies.
   b. Field days.
   c. Field trips.
   d. Pep rallies.
   e. Athletic events
   f. Special interest clubs.
9. Respect the sanctity of the learning environment.

III. Analysis of school violence and the school–wide policies and procedures that can be implemented to deter its incipient occurrence.

A. The evolution of schoolplace violence.
   1. Fads versus trends.
   2. Chronology.
   3. Workplace violence parallels.
   4. Types of schoolplace violence.
      a. Student fights.
      b. Vandalism.
      c. Gangs.
      d. Sprees.
   5. Copycat violence.

B. Origins/dynamics of school violence.
   1. Perpetrators.
   2. Targets.
   3. Victims.
   4. Four steps to becoming violent.
      a. Time.
      b. Resources.
      c. Ability.
      d. Interest.
e. Triggering event.
   f. Stumbling blocks.

C. Threats.
   1. Direct.
   2. Conditional.
   3. Veiled.

D. Profiling perpetrators.
   1. General indicators.
      a. Violent history.
      b. Poor impulse control.
      c. Unsuccessful personal history.
      d. Perceived injustice history.
      e. Obsessive behavior patterns.
      f. Excessive interactions with weapons.
      g. Overexposure to violence.
   2. Life–context / situational variables.
      a. Family instabilities.
      b. Life-style disruptions.
      c. Inadequate social supports.
      d. Perceived limited future opportunities.
      e. Negative role models.
   3. FBI cumulative profile.

E. Violence deterrence / intervention strategies.
   1. Balancing naivete and paranoia.
   2. Preparation.
   3. Policy development.
   4. Investigation.
      a. Threats of violence.
      b. Violent incidents.
   5. Emergency preparedness.
   6. Public relations.
   7. Encouraging media restraint.

F. Advanced training strategies.
   1. Front–line personnel.
      a. Teachers.
      b. Counselors.
      c. Coaches.
      d. Support staff.
   2. Community involvement training.
      a. Parents.
      b. Parent groups.
      c. Business groups.
      d. Police and emergency service groups.
      e. Youth workers.
      f. Church groups
   3. Student training.
a. Students as individuals.
b. Student groups.
c. Barriers to reporting.
4. Surviving a violent incident.
   a. Responding versus reacting.
   b. Practice.

G. Violence–induced trauma.
   1. Critical factors following a violent incident.
      a. Leadership and unity.
      b. Crisis aftermath task force.
      c. Debriefings and victim assistance.
      d. Rebuilding “sense of security.”
      e. Constructive outlets for sorrow or anger of survivors.
   2. Media management.
   3. Follow–up services.
   5. Post–trauma responses
      a. Trauma symptoms.
      b. Trauma disorders.
   6. “Normal” trauma process.
      a. Trauma phases.
      b. Coping strategies.

Q. **LABORATORY OUTLINE:** No laboratory