



William Carey University

School of Education

Students with Disabilities

Module Program for Teacher Re-Certification

The SWD Module Program has been approved for In-service Credit by Association of Christian Schools International to meet the Florida Department of Education SWD renewal requirements as set by the Florida Legislature 2014. There are five modules in the program (each earning four in-service points). These modules can be completed within the school by individuals or teacher teams. The cost of each module is \$5.00 an individual (\$20.00 for the entire SWD program 20 points). Make your check payable to William Carey University. Submit responses to Dr. Barry Morris at bmorris@wmcarey.edu.

STUDENTS WITH DISABILITIES (SWD) MODULE FOUR: Discipline for SWD



ACTIVITY 1: Behavior Management Skills

- A. Go to the website <http://www.behavioradvisor.com/Primer.html> . If you have difficulty with the link, search google for Behavior Advisor. The first assignment on this website takes you to a site traditionally designed for the novice teacher, but is appropriate for the experienced teacher, as well. Please note that when you go to the site for the first time, you may be directed to register your email address and confirm it before you are able to navigate the site. There is no cost required.
1. Review the basic information on *A Primer on Behavior Management*. Compose a two-page review of the primer (200 words or more).
 2. Secondly, review the information on the *Five Stages of Teaching Related to Behavior Management Skills*, found on the same page. Compose a review of the five stages (200 words or more). Describe which stage best represents you at this point in your teaching career and why (100 words or more).
 3. Thirdly, review the *Ten Demandments of Behavior Management*. Select two that you commonly practice in your classroom and give an example of each (50 words or more each).



ACTIVITY 2: Bullying

A. Go to the bullying section of the behavior advisor site at <http://www.behavioradvisor.com/Bullying.html> . Bullying is a major concern across the United States for administrators, teachers, parents, and children. It is even a greater concern for students with disabilities who are often unable to voice concerns or defend themselves.

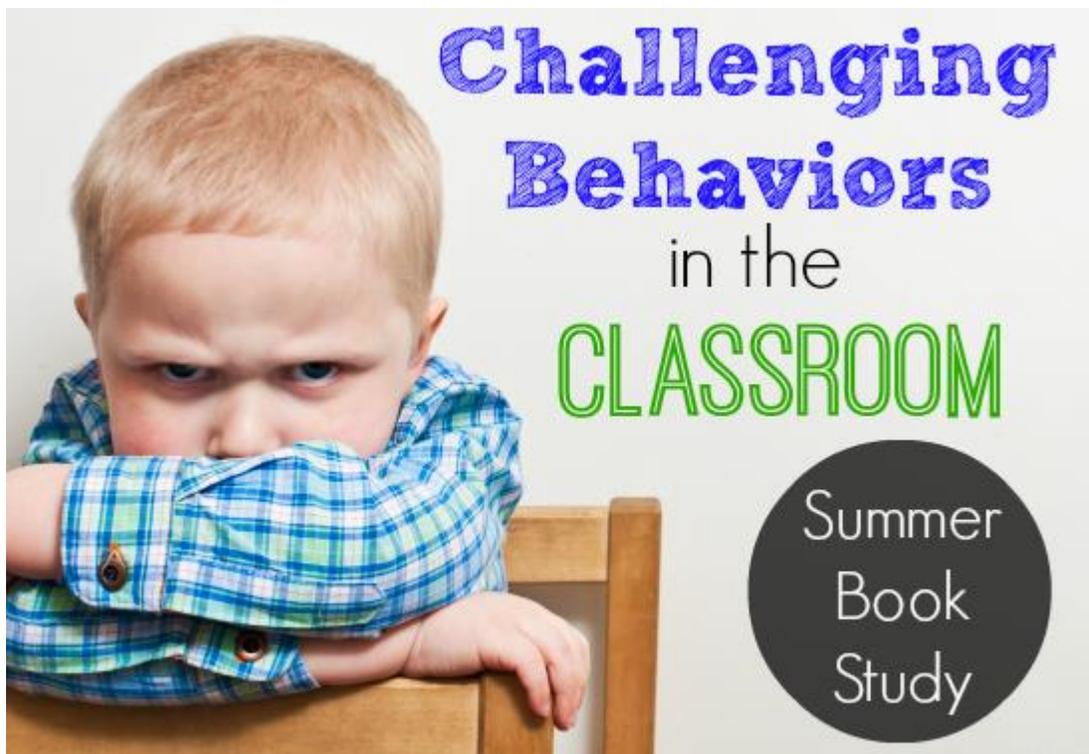
1. Review the information on *Dealing with Bullying*. Provide a two-page summary of the contents, including definition, facts and figures, causes, and interventions.
2. Review the strategies recommended at the bottom of the bullying page. Select two strategies and explain how you would incorporate the strategies into your classroom (150 words or more each).

ACTIVITY 3: Behavior Strategies

A. Go to the old index of the behavior advisor website at <http://www.behavioradvisor.com/oldindex.html> .

1. Select a topic of your choice from the *Classroom Behavior Management Strategies* page. Choices may include giving effective praise, quieting the noisy classroom, cooperative learning, assertive discipline, bibliotherapy, contracts, overcorrection, etc. Compose a two-page summary of the information you find on the link selected.

Compose a one-page personal reflection of the behavior advisor website and describe ways that it would assist you as a classroom teacher in handling behaviors for students with disabilities

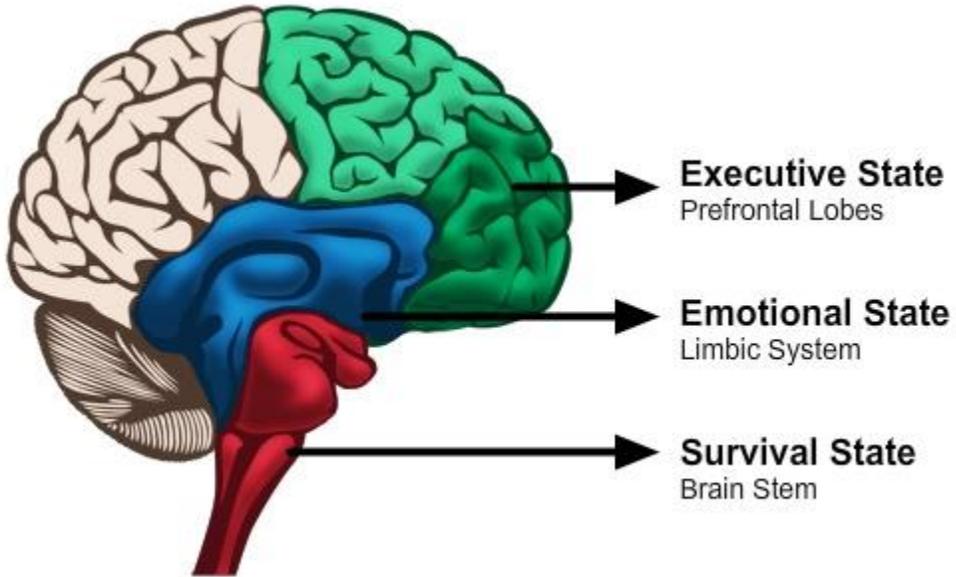


ACTIVITY 4: Conscious Discipline

- A. Go to the Conscious Discipline website at <https://consciousdiscipline.com/methodology/seven-skills/> If you have difficulty locating the link, search google for conscious discipline.**
- 1. List and define (in your own words) the seven skills of conscious discipline (150 words or more).**
 - 2. The biggest threat to a child's sense of safety is an out-of-control adult. The key to safety is a conscious, mindful adult. Review the information from the conscious discipline website at <https://consciousdiscipline.com/methodology/seven-powers/> List and define (in your own words) the seven powers of safety for the teacher in the conscious discipline model (200 words or more).**
- B. View the video entitled *Middle School Teacher Increases Test Scores and Teaching Time with Conscious Discipline* found at <https://consciousdiscipline.com/videos/middle-school-teacher-increases-test-scores-and-teaching-time-with-conscious-discipline/> If you have difficulty locating the video, search google for the video title. Take notes during the video.**
- 1. Compose a two-page summary of the main components presented in the video. Include a personal reflection about ways that you can incorporate these strategies into your classroom (100 words or more). You may want to check out the resources tab and Schubert's classroom tab from the home page menu for more resources.**
- C. View the video entitled *Power of Attention* that aims on teaching teachers how to alter responses and reactions to student behavior in a positive manner, teaching students new skills. The video is located at <https://www.youtube.com/watch?v=LELXYeQI7kg&list=PLS94W-AWtklMhp3xTIpqXZbdh-UdrNo55&index=33> . If you have difficulty locating the video, search on youtube for the video title.**

Compose a two-page summary of the video, highlighting the main points discussed by Dr. Becky Bailey, author of the *Conscious Discipline Model*.

Include your personal reflection (100 words or more) about ways that you may incorporate the model into your work with students with disabilities.



Activity 5: Evidence-Based Behavior Strategies

- A. The effectiveness of classroom strategies are maximized when: (a) the strategies are implemented within a school-wide multi-tiered behavioral framework, such as school-wide positive behavioral interventions and supports (PBIS; see www.pbis.org); (b) classroom and school-wide expectations and systems are directly linked; (c) classroom strategies are merged with effective instructional design, curriculum, and delivery; and (d) classroom-based data are used to guide decision making (Office of Special Education Programs: Ideas That Work).**
- a. Go to the Ideas That Work website on Supporting and Responding to Behavior Evidence-Based Classroom Strategies for Teachers found at https://www.osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf. List AND Discuss the School-Level Supports and Classroom Supports that must be place in order for behavior strategies to be effective (100 words or more).**
 - b. Complete the Self-Assessment found on page 5 on the website. It consists of 9 (nine) yes/no questions. Show a summary of your responses here.**
 - c. You will notice on the self-assessment, there is a prompt to the interactive map if respondents answer “no” to any question on the assessment. Select two of the question prompts that lead you to the interactive map and report what you find on the recommendations on each item. Compose a summary of EACH of the two selected items and report the results here (200 words total).**

ACTIVITY 6: Multi-Tiered Systems of Support (MTSS)



Educational institutions differ in how they use the term MTSS. Some use Response to Intervention (RTI) and MTSS as synonyms, for example. However, usually, “multi-tiered systems of supports” is used as an umbrella term that encompasses both Response to Intervention and positive behavioral interventions and supports. Schools implementing MTSS are usually trying to tackle both behavioral and academic at the same time, recognizing that they often go hand in hand: A student who can’t understand what’s going on in the classroom is more likely to act out, and a student who is grappling with behavior problems is not going to be able to focus on academics.

- A. Locate information in your state department of education on MTSS. Provide a one-page summary of the MTSS for your state, including definition, purpose, rationale, and basic components (150 words or more). Provide the weblink to the site you visit.
- B. Describe how academic and behavioral supports are provided within your school or school district (200 words or more).

ACTIVITY 7: Positive Behavioral Support (PBS)

- A. Go to the national website on *Positive Behavioral Interventions and Supports (PBIS)* found at <http://www.pbis.org/>. If you have difficulty locating the website, search on Google for the title. The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education’s Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts, and schools to establish, scale-up, and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional, and academic outcomes for students with disabilities.**
- a. Click on the school tab from the home page menu. On the left column, select frequently asked questions (FAQ) under the SWPBIS for Beginners. Compose a two-page summary of the School-Wide Positive Behavioral Interventions and Supports Model, described in the FAQ section.**
 - b. Choose one of the following:**
 - i. For elementary teachers, select the FAQ section and case examples from the Primary level on the left-hand column menu. Compose a one-page summary of how you may incorporate these strategies into your classroom for students with disabilities.**
 - ii. For secondary teachers, select the FAQ section and use resources from the Secondary level on the left column menu. Compose a one-page summary of how you may incorporate these strategies into your classroom for students with disabilities.**

END OF MODULE FOUR

