



LILIE, LLC Course Information

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Title of Course (45 hours): *Dealing with Difficult Students: Empowering Teachers by Empowering Students*

Course Description: This course will offer strategies for working with students who provide behavioral challenges. School wide planning, proactive methodology, reactive methodology, empowering students and teachers, assessing student needs and establishing individual behavior plans will provide the primary areas of focus. Through professional exchanges, research, analysis and observation, teachers will have a better understanding of how to empower students to control their behaviors, thus empowering teachers to make better use of instructional time.

Overall Course Objective and Expectation(s):

- To assess current school wide programming and delineate improvements that should occur
- To define and provide examples of proactive methodology as it pertains to student behavior
- To define and provide examples of reactive methodology as it pertains to student behavior
- Evaluate your individual views on empowerment and identify examples of “power struggles”
- Create and complete an Observation Checklist, and based on results, identify student needs in the form of a Behavior Plan

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

- Succeeding with Difficult Students: New Strategies for Reaching Your Most Challenging Students by Lee Canter & Marlene Canter
- One-Minute Discipline: Classroom Management Strategies That Work by Arnie Bianco
- Assertive Discipline for the Classroom by Lee Canter
- Coat of Many Pockets: Managing Classroom Interactions by Jenny Mackay
- The Explosive Child by Ross W. Greene
- The Classroom Teacher's Survival Guide by Ronald L. Partin

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s): Introductions, course overview, school wide programs, teacher supports

Objectives:

- Prepare an overview of your professional experiences
- Critique your current school's behavior program
- Review and highlight Developing a School Wide Behavior Management System @ www.behavioradvisor.com
- Revise current classroom rules as necessary
- Share teacher supports in place in your district
- Assess the effectiveness of your school's Code of Conduct, what improvements are needed?

Impact on Classroom Instruction:

- Improved time on task
- Better classroom rules
- Clearer expectations for students

Learner Outcomes:

- Students will revise current classroom rules to reflect parameters discussed
- Students will become better versed in school's Code of Conduct
- Students will begin to improve current classroom environment

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- introduce self and respond to classmates' postings
- post to the discussion board as outlined in the course expectations
- post reactions to articles on Behavior Programming
- share personal observations regarding behavior



Week II

Topic(s): Proactive methods and strategies, reactive methods and strategies and assessing reasons for behavior

Objectives:

- Review and highlight Behavior Management-Proactive Measures
www.teachervision.fen.com
- Complete a KWL Chart for Proactive Methodology
- Observe in a colleague's classroom and assess utilization of Proactive Methods
- Review and highlight STRATEGIES FOR CRISIS INTERVENTION & PREVENTION (SCIP)
www.friendsofasi.com

Impact on Classroom Instruction:

- Create a more positive classroom environment
- Recognition of positive student behavior improves student morale
- Modeling of Proactive Methods utilized by others'

Learner Outcomes:

- Students will complete KWL Chart
- Students will utilize observations of colleagues to complete a comprehensive summary
- Student will write a reaction to methods utilized in SCIP curriculum

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
- Post reactions to articles on Proactive Measures
- Submit copy of KWL Chart for review
- Submit copy of SCIP Curriculum Reaction



Week III

Topic(s): Avoiding Power Struggles and Students with Developmental Disabilities

Objectives:

- Define the term “Power Struggle”
- Share an example of a “Power Struggle” you have experienced
- Review and react to [How to Deal With Power Struggles in the Classroom](http://www.theapple.monster.com)
www.theapple.monster.com
- Compare/Contrast differences in dealing with difficult behaviors with developmentally disabled and “typical” students

Impact on Classroom Instruction:

- Eventual elimination of “Power Struggles”
- Improved understanding of the need for insight into student background

Learner Outcomes:

- Student will share an in depth example of a “Power Struggle”
- Student will produce a reaction to [How to Deal With Power Struggles in the Classroom](http://www.theapple.monster.com)
Student will create an outline of General Differences on Discipline between developmentally disabled and “typical” students

Assessment of Understanding and Learning/ Weekly Assignments (*including but not limited to posting requirements set forth by LILIE, LLC*):

- Post to the discussion board as outlined in the course expectations
- Post reactions to articles on Power Struggles
- Submit a copy of General Differences Outline



Week IV

Topic(s): Observation Checklists and Assessing and Individual Student's Needs

Objectives:

- Review a number of Behavior Checklists (provided)
- Based on observation, create a checklist for personal use
- Complete created checklist using an actual student
- Assess the results of findings (checklist)
- Create a simple Behavior Plan based on results of findings (checklist)

Impact on Classroom Instruction:

- Access to an Evaluative Tool for future use
- Improved programming for identified students
- Empowering teacher to facilitate positive change

Learner Outcomes:

- Student will review a number of Behavior Checklists
- Student will create a checklist for individual use
- Student will utilize created checklist to assess findings
- Student will create a simple Behavior Plan

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

- Submit a copy of Checklist created
- Submit a copy of Behavior Plan created