

# *The International Behaviorology Institute Syllabus for BEHG 425 Classroom Management and Preventing School Violence*

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This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at [www.behaviorology.org](http://www.behaviorology.org) or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

**Course Title:** BEHG 425 Classroom Management and Preventing School Violence

**Credits:** 3 TIBI credits

**Prerequisites:** BEHG 211 Introduction to Behaviorology II

**Course Format:** Distance (online and offline options)

**Time Frame:** Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

**Professor:** Assigned upon enrollment, with contact information

## **Required Resources**

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Latham, G. I. (1998). *Keys to Classroom Management*. Logan, UT: Parents & Teachers ink (P&T ink). (ISBN 097257421-2)

Ledoux, S. F. (2000). *Study Questions for Glenn Latham’s Keys to Classroom Management*. Canton, NY: ABCs. (ISBN 978-1-882508-14-9)

Zinna, K. A. (1999). *After Columbine*. Silverthorne, CO: Spectra Publishing. (ISBN 978-0915667253)

Ledoux, S. F. (2000). *Study Questions for Kelly Zinna’s After Columbine*. Canton, NY: ABCs. (ISBN 978-1-882508-13-0)

## **Course Description**

*BEHG 425 Classroom Management and Preventing School Violence* covers the application of behaviorology to non-coercive classroom management skills and their relation to preventing school violence. After reviewing the role that punishment and coercion play in prompting violence of all types through all levels of society, the course focuses on the use of effective, non-coercive behaviorological skills for classroom management 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. These skills replace the unscientific emphasis on coercive “discipline” practices, thereby *preventing* the violence that such practices may themselves induce. Then, the course focuses on the various recommended school-wide policies and procedures for *detering* the actual occurrence of school violence in situations where violence has become likely.

Broadly, BEHG 425 covers the following topic areas:

- ✂ The reasons for reducing punishment and coercion across society in general and in education specifically;
- ✂ Applications of basic laws of behavior in school settings;
- ✂ Maintaining and increasing on-task and successful behavior;
- ✂ Improving the quality of teacher to pupil interactions (and traps to avoid);
- ✂ Controlling classroom distractions;
- ✂ Instructional advantages of prevention strategies;
- ✂ The origin, dynamics, and evolution of violence in schools;
- ✂ Profiling perpetrators of school place violence; and
- ✂ Administrative procedures dealing with incipient or actual violence.

## **Course Objectives**

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ✦ Summarize the behavior engineering analysis of the scientific foundations of coercion and punishment, especially as related to school violence;
- ✦ Demonstrate behavior engineering in classroom management knowledge and skills especially as relevant to changing the circumstances and conditions that lead to school violence, and thereby *prevent* such violence; and
- ✦ Incorporate behavior engineering in the understanding of school violence and in the policies and procedures to deter its occurrence.

weeks to come. Students may check the box next to each assignment as they complete and submit it.

### Topic Paper

This assignment pertains to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course: Start with the *Keys* text assignments, and continue on with the *After Columbine* text assignments, and then proceed with this written assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.




Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

### Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the

### Check Week Resource Component

<input type="checkbox"/>	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)	<i>Intro &amp; Chapters 1–2</i>
<input type="checkbox"/>	2	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 3–6</i>
<input type="checkbox"/>	3	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 7–9</i>
<input type="checkbox"/>	4	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 10–13</i>
<input type="checkbox"/>	5	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 14–16</i>
<input type="checkbox"/>	6	<i>Coercion and its Fallout</i> and related SQs	<i>Chapters 17–19</i>
<input type="checkbox"/>	7	<i>Keys to Classroom Management</i> and related SQs	<i>Preface &amp; Chapter 1</i>
<input type="checkbox"/>	8	<i>Keys to Classroom Management</i> and related SQs	<i>Chapter 2</i>
<input type="checkbox"/>	9	<i>Keys to Classroom Management</i> and related SQs	<i>Chapter 3</i>
<input type="checkbox"/>	10	<i>Keys to Classroom Management</i> and related SQs	<i>Chapter 4</i>
<input type="checkbox"/>	11	<i>Keys to Classroom Management</i> and related SQs	<i>Chapter 5</i>
<input type="checkbox"/>	12	<i>Keys to Classroom Management</i> and related SQs (& if Topic Paper assignment applies, then:)	<i>Chapter 6 (Topic/Thesis approval)</i>

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|  | 13 | <i>After Columbine</i><br>and related SQs<br>(& if Topic Paper<br>assignment applies,<br>then:) | <i>Chapters 1–3</i><br><br><i>(Research)</i>                           |
|  | 14 | <i>After Columbine</i><br>and related SQs<br>(& if Topic Paper<br>assignment applies,<br>then:) | <i>Chapters 4–6</i><br><br><i>(Research</i><br><i>&amp; draft)</i>     |
|  | 15 | <i>After Columbine</i><br>and related SQs<br>(& if Topic Paper<br>assignment applies,<br>then:) | <i>Chapters 7–9</i><br><br><i>(Refine for</i><br><i>final product)</i> |

Please contact TIBI at [www.behaviorology.org](http://www.behaviorology.org) with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

## References

- Ledoux, S. F. (2005). TIBI online syllabus for BEHG 425: Non-Coercive Classroom Management and Preventing School Violence. *Behaviorology Today*, 8 (1), 41–46.
- Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📖