THE NATIONAL ASSOCIATION OF SPECIAL EDUCATION TEACHERS (NASET)

CERTIFICATION HANDBOOK

Board Certification in Classroom Management (BCCM)
118 study hour credits

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Module/Unit Summaries

NASET - Board Certification in Classroom Management (BCCM) Program

The NASET Board Certification in Classroom Management (BCCM) Program is comprised of a comprehensive compilation of 40 Units of study broken down into 7 specific Modules. At the end of each Module, there is a multiple-choice examination which must be successfully completed with a grade of at least 80% to move on to the next Module. Upon successful completion of each Module, you will immediately be able to view/save or print a professional certificate of recognition. Modules are enabled for review one at a time in a sequential order, per the listing below.

BCCM Modules List

MODULE #1: Overview of Classroom Management

MODULE #2: Principles of Reinforcement and Discipline in the Classroom

MODULE #3: Establishing Expectations in the Classroom and Building Positive Teacher-Student-Parent Relationships

MODULE #4: Foundational Concepts of Classroom Management in Inclusive Education and Co-Teaching

MODULE #5: Understanding Special Education Today

MODULE #6: Classroom Management and Behavioral Intervention Strategies for Students with Special Needs

MODULE #7: Practical Strategies for Engaging Instruction

MODULE #1

Overview of Classroom Management

Unit 1. The Importance of Classroom Management

Video Lecture and PowerPoint Presentation: Classroom management refers to actions that an instructor takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and course activities that support students by managing their expectations and behaviors. Classroom management addresses the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. The lectures will cover a variety of areas associated with classroom management.

Areas covered include:

- Establishing a Positive Learning Atmosphere
- Maximizing Instructional Time
- Promoting Student Engagement
- Fostering Positive Relationships
- Supporting Differentiated Instruction
- Teaching Social and Emotional Skills
- Preventing and Addressing Behavior Issues
- Improving Teacher Satisfaction and Well-Being
- Overview of Parental Involvement in Classroom Management
- Student Responsibilities in Classroom Management

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this lecture on The Importance of Classroom Management. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles of classroom management.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this lecture on The Importance of Classroom Management. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles in classroom management.

Unit 2. Principles and Best Practices of Highly Effective Teachers

Video Lecture and PowerPoint Presentation - Highly effective teachers possess a combination of skills, traits, and principles that enable them to create impactful learning environments and facilitate student success. They inspire and empower their students to become lifelong learners and critical thinkers, preparing them for success in school and beyond. This lecture will focus on 10 key principles and best practices of highly effective teachers

Areas covered include:

- Principle #1: Highly Effective Teachers Have a Passion for Teaching
- Principle #2: Highly Effective Teachers Set Clear Objectives and Expectations
- Principle #3: Highly Effective Teachers Recognize the Importance of Differentiated Instruction
- Principle #4: Highly Effective Teachers Have Excellent Communication Skills
- Principle #5: Highly Effective Teachers Create a Positive and Supportive Learning Environment
- Principle #6: Highly Effective Teachers Actively Engage Students in the Learning Process
- Principle #7: Highly Effective Teachers are Lifelong Learners and Embrace Professional Development
- Principle #8: Highly Effective Teachers Reflect on Their Teaching Practices
- Principle #9: Highly Effective Teachers Build Positive Relationships with Their Students Based on Trust, Respect, and Empathy
- Principle #10: Highly Effective Teachers Have High Expectations for All Students and Believe in Their Ability to Succeed

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented on the topic of principles and best practices of highly effective teachers. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding principles and best practices of highly effective teachers.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented on the topic of principles and best practices of highly effective teachers. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding principles and best practices of highly effective teachers.

Unit 3. Creating Self-Confidence in the Classroom

Video Lecture and PowerPoint Presentation: Without confidence, learning in a classroom will be so much more difficult for students. No matter how great lessons may be, no matter how great a teacher you may be, a child without confidence is like a glass with no bottom. Trying to build a house on water will not only frustrate the children who lack confidence but confuse and frustrate you as to why they aren't getting what you are presenting. Building confidence in a classroom is not smoke or mirrors but is predicated on sound psychological principles. While it may change differently with every child, following the principles we will be discussing closely will increase the probability that the children in your classroom will feel better about themselves and their accomplishments. However it is a process that requires consistency, dedication, predictability, and an understanding that it is not a straight line and may have episodes of regression which need to be dealt with patience, comfort, support and encouragement. But you can get the children there. Many theories of learning usually consider the function of the brain and how information is processed. Further, most theories of learning assume that there is an existing foundation on which to build. While the success of human learning is a result of many factors coming together at one time, there is a major factor required upon which all learning needs to be built: namely confidence. The focus of this lecture will be on promoting and building self-confidence in your students in the classroom.

Topics covered include:

- What is Confidence?
- Teaching Style and Its Impact on Building Confidence
- Positive Restructuring
- Understanding the Foundations of Self-Confidence
- General Principles of Promoting Self-Confidence in the Classroom

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented on the topic of creating self-confidence in the classroom. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding this topic.

Supplemental Videos- In this section, you will have the opportunity to reinforce concepts presented on the topic of creating self-confidence in the classrooms. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding this topic.

Unit 4. Developing Strong Time Management Skills for Effective Classroom Management

Video Lecture and PowerPoint Presentation: Time management refers to the process of planning and organizing how to divide your time between specific activities. It involves setting goals, prioritizing tasks, and allocating resources to achieve those goals effectively. Effective time management allows individuals to work smarter, not harder, by optimizing productivity and minimizing wasted time. Time management is crucial for teachers due to the unique demands of their profession. Effective time management is an art that involves a combination of structure,

flexibility, self-care, and collaboration. By implementing key strategies and using the right tools, teachers can manage their time effectively, leading to improved productivity, reduced stress, and a more fulfilling career. Ultimately, the goal is to create a positive and engaging learning environment for students while maintaining a balanced and satisfying life as an educator.

Topics covered include:

- The importance of time management towards effective teaching
- Time management challenges for teachers due to the multifaceted nature of their roles
- Methods and tools to assess time management skills
- Effective time management strategies for educators

Supplemental Readings: In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles involved in developing strong time management skills for effective classroom management

Supplemental Videos: In this section, you will have the opportunity to reinforce concepts presented in this unit**.** These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles involved in developing strong time management skills for effective classroom management.

Unit 5. Characteristics of Students with Emotional and Behavioral Issues

Video Lecture and PowerPoint Presentation: Students with emotional or behavioral disorders exhibit a wide range of characteristics. This has important implications for educators who must be aware of these characteristics, many of which may go unnoticed. Some students exhibit behaviors that can be observed and that directly affect others, such as irritable mood, aggression, conduct – related problems, defiance, destruction of property, deceitfulness, and juvenile delinquency. While others may exhibit behaviors not directly observable or not directly affecting others, such as anxiety, eating disorders, social withdrawal, or obsessive–compulsive type disorders. There are obviously many different characteristics of children and adolescents with emotional and behavioral disorders. This lecture will focus on the following emotional and behavioral concerns seen in the classroom and in schools.

Topic covered include:

- Hyperactivity
- Conduct Problems and Oppositional Defiance
- Juvenile Delinquency
- Sexual Promiscuity

- Substance Abuse
- Self-Injurious Behavior
- Depression
- Suicidal Risk
- Anxiety
- Eating Disorders

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented surrounding students with emotional or behavioral disorders. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding characteristics of students with emotional or behavioral disorders.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented surrounding students with emotional or behavioral disorders. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding characteristics of students with emotional or behavioral disorders.

Unit 6. Identification of High-Risk Behavior in Students

Video Lecture and Power Point Presentation: As a special or general education teacher you will come in contact with a variety of personality types in the classroom setting. For the most part, teachers are put on the firing line with little or no training in why children do what they do. They are expected to help children learn but are not trained in understanding the numerous dynamic obstacles that prevent children from reaching this objective. Most teachers have not taken courses on human nature and dynamics and are not aware of symptomatic behaviors that will be observed in an inclusive setting and what it means. This lack of understanding creates immense frustration which only hinders the teacher's progress in working with fostering children's academic success. The classroom provides a unique experience for a wider range of student behavior patterns than most classes. That is because some classrooms you have a wider range of issues, problematic experiences, and limited skills in all areas. Further, in an inclusive classroom the general education teacher may not be trained in behavioral dynamics and what a student's behavior is really communicating. Remember all behavior is a message and understanding what the behavior really means is a crucial part to a more productive classroom. All teachers who work in special education and regular settings need to understand the inner workings of children who are experiencing trouble in school. Understanding what causes children to choose certain behavioral patterns can help reach them sooner and prevent long lasting scars. This lecture will present you with an easy to understand basis of why children do what they do.

Topics covered include:

- Understanding the Differences between Symptoms versus Problems

- Examples of Symptomatic Behavior
- Energy Drain and its Effect on Behavior and Learning
- High and Low Levels of Tension and Stress
- Ego Functioning and its Impact on Student Behavior
- Healthy versus Fragile Ego Functioning
- Parent Identification of High-Risk Behavior

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented surrounding students with emotional or behavioral disorders. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding identification of high-risk behavior in students.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented surrounding students with emotional or behavioral disorders. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding identification of high risk behavior in students.

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MODULE #2

Principles of Reinforcement and Discipline in the Classroom

Unit 7. Effective Use of Positive Reinforcement in the Classroom

Video Lecture and PowerPoint Presentation: In this unit, we will cover a variety of areas associated with the effective use of positive reinforcement in the classroom. The simplest way of conceptualizing positive reinforcement is that something pleasant is 'added' when a specific action is performed. When thinking about positive reinforcement in teaching and education, the overarching purpose is to provide an incentive for students to repeat desired behaviors. In other words, by providing students with a positive outcome when they accomplish achievements or display certain behaviors, students are encouraged to do so again. Positive reinforcement plays a vital role in promoting a positive classroom climate, fostering student success, and creating an environment where all students feel valued, respected, and motivated to learn.

Topics covered in this lecture include:

- What is Positive Reinforcement?

- The Importance of Positive Reinforcement in the Classroom
- Types of Positive Reinforcement
- Advantages of Positive Reinforcement in the Classroom
- Disadvantages of Positive Reinforcement in the Classroom
- Using Positive Reinforcement in the Classroom-Examples
- Strategies for Implementing Positive Reinforcement in the Classroom

Supplemental Readings: In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles involved in the effective use of positive reinforcement in the classroom.

Supplemental Videos: In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles involved in the effective use of positive reinforcement in the classroom.

Unit 8. Effective Use of Negative Reinforcement in the Classroom

Video Lecture and PowerPoint Presentation: Negative reinforcement is a concept in psychology that involves the removal or avoidance of an unpleasant stimulus in order to increase the likelihood of a desired behavior recurring in the future. It is not the same as punishment; rather, it involves the removal of an aversive stimulus or condition to strengthen a behavior. While the word "negative" may throw you, using this method for behavior change isn't necessarily bad. In negative reinforcement, the word "negative" is referring more to the act of taking something away, like a minus sign in a mathematical equation. To apply negative reinforcement techniques effectively, it is vital to assess the unique needs and preferences of individuals and tailor strategies that work best for them. This unit will focus on the importance of negative reinforcement in classroom management.
Topics covered include:

- What is Negative Reinforcement?
- The Importance of Negative Reinforcement in Classroom Management
- Types of Negative Reinforcement: Escape and Avoidance
- Disadvantages of Using Negative Reinforcement in the Classroom
- Using Negative Reinforcement in the Classroom-Examples
- Strategies for Implementing Negative Reinforcement in the Classroom

Supplemental Reading: In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding the effective use of negative reinforcement in the classroom.

Supplemental Videos: In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding the effective use of negative reinforcement in the classroom.

Unit 9. Schedules of Reinforcement Used in Classroom Management

Video Lecture and PowerPoint Presentation: Schedules of reinforcement are rules stating which instances of behavior will be reinforced. In some cases, a behavior might be reinforced every time it occurs. Sometimes, a behavior might not be reinforced at all. A schedule of reinforcement refers to a deliberate plan which determines when and how often reinforcement is given to a student for appropriate behavior. Schedules of reinforcement are principles in behavioral psychology that describe how often and under what conditions a behavior is reinforced (rewarded). These schedules influence the frequency and strength of the behavior being reinforced. In this unit, a variety of concepts will be used to fully explain the use of schedules of reinforcement in classroom management.

Topics covered include:

- What Are Schedules of Reinforcement?
- The Purpose of Schedules of Reinforcement
- Continuous Reinforcement Schedules
- Partial (Intermittent) Schedules of Reinforcement
- Fixed-Ratio Reinforcement Schedules
- Variable-Ratio Reinforcement Schedules
- Fixed-Interval Reinforcement Schedules
- Variable-Interval Reinforcement Schedules

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles involving schedules of reinforcement used in classroom management.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding important principles involving schedules of reinforcement used in classroom management.

Unit 10. Classroom Management Techniques for Decreasing Unwanted and Inappropriate Behaviors (Punishment)

Video Lecture and PowerPoint Presentation: Is it appropriate to implement punishment strategies in school settings when children display disrespectful and inappropriate behaviors? In schools, punishment refers to disciplinary actions taken by educators or school administrators in response to student misbehavior or violation of school rules. The primary aim of punishment in schools is typically to maintain order, promote a safe and respectful learning environment, and encourage positive behavior among students. The definition of punishment in schools is when a teacher follows a behavior with a consequence that decreases the strength of the behavior or reduces the likelihood that the behavior will continue to occur. Teachers should understand the pros and cons about using punishment in the classroom. It's important for schools to have clear and consistent disciplinary policies that are communicated to students, parents, and staff members. Additionally, while punishment is a necessary aspect of maintaining discipline in schools, it should be used judiciously, proportionately, and in conjunction with positive reinforcement and proactive measures to promote positive behavior and support students' social and emotional development. The focus of this lecture will be on decreasing unwanted and inappropriate behaviors in the classroom.
Topics covered include:

- What is Punishment?
- Before Considering Punishment
- Guidelines for Using Punishment in the Classroom
- Types of Punishment
- The Purpose of Punishment in Classroom Management
- Disadvantages of Using Punishment in Classroom Management
- Using Punishment in the Classroom-Examples
- Strategies for Implementing Punishment in the Classroom
- Collective Class/Group Punishment

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding classroom management techniques for decreasing unwanted and inappropriate behaviors.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding classroom management techniques for decreasing unwanted and inappropriate behaviors

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Unit 11. Effective Use of Extinction in the Classroom

Video Lecture and PowerPoint Presentation: Extinction refers to the withholding of something that is pleasant in order to eliminate the likelihood that a behavior will occur in the future. Extinction in psychology refers to weakening or eliminating a learned behavior by removing the reinforcement or consequence that previously followed that behavior. Implementing extinction in classrooms requires careful planning and consistent application. Consistency, clear expectations, and positive reinforcement for desired behaviors are essential components of successful extinction procedures in the classroom. Additionally, it's crucial to ensure that extinction procedures are implemented in a supportive and respectful manner, taking into account the individual needs and developmental levels of students. This lecture will focus on effective use of extinction in classroom management.

Topics covered include:

- What is Extinction?
- Guidelines for Using Extinction in the Classroom
- Types of Extinction
- The Purpose of Extinction in Classroom Management
- Disadvantages of Using Extinction in Classroom Management
- Extinction Bursts
- Spontaneous Recovery
- Factors That Influence the Extinction Process
- Using Extinction in the Classroom—Examples
- Strategies for Implementing Extinction in the Classroom

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding the effective use of extinction in classroom management. The following are included in this area: The Gentle Power of Extinction in ABA: How to Use Understanding, Empathy & Skill Building, Extinction Procedures: Responses That Reduce or Eliminate Problem Behaviors, Steps for Implementation: Extinction, Reinforcement, Shaping and Extinction: What You Need to Know, & Antecedents, Positive Consequences, and Extinction Procedures.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding the effective use of extinction in classroom management. The following are included in this area: Extinction in the Classroom: Stopping Unwanted Callouts, Make a Creative Menu of Consequences, 6 Proactive Classroom Management Tactics, How Can Teachers Use Operant Conditioning, Interventions for classroom disruption, & What is Extinction in ABA.

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MODULE #3

Establishing Expectations in the Classroom and Building Positive Teacher-Student-Parent Relationships

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Unit 12. Getting to Know Your Students Before School Begins

Video Lectures and PowerPoint Presentation: The very first step in setting up your classroom room actually involves getting to know the students that will be in it before the first day of school. It is imperative that you find out as much information about each student as possible, so that you are fully prepared when they walk in the room for the first time. This lecture will focus on just that; getting to know your students before school begins. After reviewing this lecture, you should understand the importance of knowing the following information before the first day of school:

Topics covered include:

- History of Educational Enrollment
- Academic Background
- Health Information
- Social and Emotional Background
- Cultural and Language Background
- Primary Record Folder
- Prior Teacher Comments
- Report Card History

- Individual and Group Achievement
- Test Scores and Terminology Used to Report Test Scores
- IEP Information
- Related Services
- Accommodations and Modifications
- Assistive Technology

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this Unit, including: 15 Important Things Every Special Ed Teacher Should Know, 9 Things You Need to Know Before Working with Special Needs Students, 6 Tips for a First-Year Special Education Teacher, What do General Education Teachers Need to Know about Special Education?, Back-to-School Tips for Special Education Teachers & Your Back-to-School Special Ed Classroom Checklist.

Supplemental Videos - In addition to the video lecture presentation in this Unit, the following supplemental videos are available to enhance the concepts learned: Get to Know Your Students, 3 Favorite Classroom Ice Breakers| Get to Know Your Students, 7 Top Tips and Advice for Student Teachers (from a Real Teacher), 5 Things Every New Special Education Teacher Needs to Know Before the First Day of School & Improve Behavior Management In Your Classroom By Getting To Know Students.

Unit 13. Classroom Design and Organization

Video Lecture and PowerPoint Presentation: At the beginning of a new school year, many teachers spend a good amount of time working on their classroom design. However, designing a classroom is not simply decorating, instead, it should impact learning and have a purpose. A well designed and organized classroom can make all the difference in the world for your students. When everything is in its place and there is a system for how things are done, students can focus on learning instead of being distracted by their surroundings. Effective classroom design plays a crucial role in facilitating classroom management by creating a supportive and conducive learning environment. It promotes safety and organization, allowing teachers to focus more on instruction and less on managing disruptions. And it can greatly enhance the learning experience for all students, making teaching more efficient.

Topics covered include:

- Layout
- Flexibility
- Accessibility

- Learning Zones
- Organization
- Classroom Management
- Aesthetics
- Integration of Technology
- Safety
- Feedback and Adaptation

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding the importance of classroom design and organization for teaching efficiency.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding the importance of classroom design and organization for teaching efficiency.

Unit 14. Conflict Resolution in the Classroom

Video Lecture and PowerPoint Presentation: Conflict resolution in the classroom refers to the process of finding peaceful solutions to disagreements or conflicts among students. It is an essential skill for fostering positive relationships and maintaining a conducive learning environment. When conflicts arise, educators can employ various strategies to address them effectively. Conflict resolution involves a range of methods, strategies, and techniques aimed at reaching an agreement, understanding, or compromise, thereby minimizing negative outcomes and promoting harmony. Conflicts in the classroom can stem from various sources, including misunderstandings, cultural differences, or competition. Recognizing the root causes of conflict is crucial for effective resolution. Addressing conflicts promptly and constructively helps maintain a positive learning environment, supports academic success, reduces stress for both students and teachers, and prevents escalation into more serious issues. This lecture will focus on conflict resolution in the classroom.

Topics covered include:

- Understanding Conflict in the Classroom
- Importance of Addressing Conflict
- Strategies for Conflict Resolution
- Empowering Students as Active Participants
- Case Studies and Examples

- Continuous Improvement and Adaptation

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding conflict resolution in the classroom.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding conflict resolution in the classroom.

Unit 15. The Importance of Parent-Teacher-Student Communication

Video Lecture and PowerPoint Presentation: There is a powerful link between parent-teacher relationships and student learning that has been demonstrated in multiple studies. Substantial evidence exists showing that parent involvement benefits students, including raising their academic achievement. The importance of parent-teacher-student communication cannot be overstated. It forms the cornerstone of a collaborative educational environment where all stakeholders work together to support student success and well-being. By fostering open and transparent communication among parents, teachers, and students, valuable insights are shared, individual needs are addressed, and personalized support strategies are developed. This communication facilitates early intervention, promotes a shared understanding of expectations, and ensures consistency between home and school environments. Furthermore, it empowers students to take ownership of their learning, encourages parental involvement in education, and strengthens the partnership between home and school. The focus of this lecture will be on the importance of parent-teacher-student communication.

Topics covered include:

- The rationale for establishing strong parent-teacher-student communication
- Establishing strong parent-teacher communication channels
- The importance of student success in parent-teacher communication
- The importance of holistic development in parent-teacher communication
- The importance of building trust in parent-teacher communication
- The importance of early intervention in parent-teacher communication
- The importance of alignment of expectations in parent-teacher communication
- The importance of parental involvement in parent-teacher communication
- The importance of supporting different learning styles in parent-teacher communication
- Student responsibilities in facilitating parent-teacher communication

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding the importance of parent-teacher-student communication.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding the importance of parent-teacher-student communication.

Unit 16. Effective Parent-Teacher Conferences

Video Lecture and PowerPoint Presentation: Parent-teacher conferences are a vital component of a student's education. They provide an opportunity for parents to connect with teachers and discuss academic progress, social development, and overall performance of their children in school. Parent-teacher conferences also serve as crucial opportunities for communication between educators and parents about a student's overall well-being and educational needs. As a teacher, knowing how to hold effective parent-teacher conferences is essential for fostering collaboration, supporting student success, and strengthening partnerships between home and school. Effective parent-teacher conferences involve thorough preparation, clear communication, goal setting, and follow-up to ensure that the outcomes of the conference are effectively implemented. The focus of this lecture will be on the preparation for and implementation of holding effective parent-teacher conferences.

Topics covered include:

- The essentiality of parent-teacher conferences
- Types of parent-teacher conferences
- Step-by-step process of running effective parent-teacher conferences
- Practical strategies when holding parent-teacher conferences

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities regarding the preparation for and implementation of holding effective parent-teacher conferences.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding the preparation for and implementation of holding effective parent-teacher conferences.

Unit 17. Managing Conflicts with Difficult Parents

Video Lecture and PowerPoint Presentation: **Managing conflicts with parents** is a key skill for teachers because it directly impacts the classroom environment and, ultimately, student success. Effective communication and collaboration between teachers and parents are crucial for

supporting students' academic success and emotional development. Addressing conflicts with parents in a constructive manner fosters a positive relationship, which in turn promotes a supportive educational environment where students can thrive. By managing conflicts with difficult parents, teachers can maintain a productive partnership that benefits the entire school community and ultimately enhances students' educational outcomes. The focus of this lecture will be on managing conflicts with difficult parents.

Topics covered include:

- The importance of managing conflicts with difficult parents
- Reasons why conflicts arise in teacher-parent relationships
- Common types of difficult parents teachers might face and the characteristics that define them
- Key strategies for effective communication with difficult parents
- Case study examples and effective approaches for handling challenging interactions with difficult parents

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental readings will cover critical areas that will enhance your knowledge, skills, and abilities for managing conflicts with difficult parents.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities for managing conflicts with difficult parents.

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MODULE #4

Foundational Concepts of Classroom Management in Inclusive Education and Co-Teaching

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Unit 18. Basic Principles of Inclusive Education

Video Lecture and Power Point Presentation: Inclusive education is educating students in age-appropriate general education classes in their neighborhood schools, with high quality instruction, interventions and supports so all students can be successful in the core curriculum. Inclusive schools have a collaborative and respectful school culture where students with disabilities are presumed to be competent, develop positive social relationships with peers, and are fully participating members of the school community. It means that students with and without disabilities

learn alongside one another, in the same classroom setting, with lessons that are accessible for all. The term "inclusion" captures an all-embracing societal ideology. Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in general education classrooms. This lecture will provide you with an overview of basic principle in inclusive education.

Topics covered include:

- Inclusive Education
- Inclusion
- Inclusion Classroom
- Mainstreaming
- Brief History of Inclusion
- Integrated Co-Teaching
- Benefits of Integrated Co-Teaching
- Rationale for Co-Teaching
- Benefits (Pros) of an Inclusive Education
- Drawbacks (Opponents/Cons) of an Inclusive Education
- Barriers to Inclusive Education
- Students without Disabilities in the Inclusion Classroom
- Indicators of a Successful Inclusive Program

Supplemental Readings: On Basic Principles of Inclusive Education are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Inclusive Education. The Links are direct to websites or PDF files that you can read online or download. Here are some of the articles to be found in this area: A Summary of The Evidence On Inclusive Education, Benefits of Co-Teaching, Co-teaching for Successful Inclusive Education, Educating Students with Learning Disabilities in Inclusive Classrooms, Inclusion versus Full Inclusion, Inclusion Works!, Two Perspectives on Inclusion In The United States, Problems with Inclusion in the Classroom, What It Takes to Make Co-Teaching Work, 19 Pros and Cons of Co-Teaching Models and Strategies, & Advantages and Disadvantages of Co-teaching.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to YouTube Videos that you immediately view. Here are some of the videos to be found in this area: The power

of inclusive education, Teaching In The Inclusive Classroom Collaboration and Team Teaching, Differentiation Within the Inclusion Classroom Model, Co-teaching vs Inclusion, & Gifted, creative and highly sensitive children.

Unit 19. Roles and Responsibilities of Teachers in Inclusion Classrooms

Video Lectures and PowerPoint Presentations- The roles and responsibilities you will face as a co-teacher in an inclusion classroom involve a variety of skills and knowledge that you need before starting the school year. These roles and responsibilities will involve those with your co-teacher, students, parents, related service providers, other staff members, and administration. Other responsibilities will vary depending on the needs of each student. Regardless, being a teacher in an inclusion classroom involves many different responsibilities of which you need to be aware. The focus of this lecture will be on the roles and responsibilities of the teacher in the inclusion classroom.
Topics covered include:

- Meeting with Your Co-Teacher
- The Unique Relationship in Co-Teaching
- Characteristics of Good Co-Teachers
- Know the Subject Matter Being Taught
- Adapting the Curriculum
- Monitor Accommodations and Modifications
- Hold Parent Conferences
- Assessments
- Annual Review Meetings
- Triennial Evaluations
- Room Design Options in an Inclusion Classroom
- Conflict Management in Co-Teaching

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in Unit 19, including: Co-Teaching: How to Make it Work, What Are the Duties of an Inclusion Teacher?, Documentation in School Settings - Frequently Asked Questions, Methods of Gathering Information, Evaluating the Cognition, Behavior, and Social Profile of an Adolescent With LD & Assessing the Effectiveness of an IEP.

Supplemental Videos - In addition to the video lecture presentation in Unit 19, the following supplemental videos are available to enhance the concepts learned: The Inclusion Classroom: An

Inclusive Education Movement, Teaching In The Inclusive Classroom Using Choices to Teach Responsibility, Teaching In The Inclusive Classroom: Peer Teaching and Group Learning, & Competencies for Teaching in Multicultural Classrooms..

Unit 20. Effective Communication Skills and Active Listening for Co-Teachers in the Inclusion Classroom

Video Lectures and PowerPoint Presentations -It is obvious to say that if you have poor interpersonal communications skills (which includes active listening), your ability to co-teach will suffer. Lines of communications must be open between people who rely on one another to get work done. Knowing your own preferred way to receive feedback from your colleagues is a significant first step in determining how you and your co-teacher will give each other feedback about your activities in a shared classroom. Considering this, co-teachers must be able to both give and receive feedback if they are to perform to expectations, avoid conflicts and misunderstandings, and ultimately succeed in and outside of the classroom. The focus of this lecture will be on characteristics of effective interpersonal feedback and active listening in inclusion classrooms

Topics covered include:

- Characteristics of Effective Interpersonal Feedback in Inclusion Classrooms
- Co-Teaching Communication Conflicts
- Personality Styles that Create Conflict Between Co-Teachers
- Active Listening Skills and the Importance of Effective Listening

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in Unit 20, including: Effective Strategies for Co-Teaching, Let's Talk About It - Special Education Communication Barriers with General Education Teachers, Cooperative Teaching, & Collaboration Between General and Special Education Teachers.

Supplemental Videos - In addition to the video lecture presentation in Unit 20 the following supplemental videos are available to enhance the concepts learned: Effective Communication Leads to Effective Teaching, 9 Ways to Communicate with Parents for Teachers // INCREASE parent communication!, Collaboration of Special Education and General Education Teachers, & Co-teaching and Collaborative Partnerships for Inclusive Education to be Successful Gifted, creative and highly sensitive children.

Unit 21. Working with Paraprofessionals in the Classroom

Video Lectures and PowerPoint Presentations- A *paraprofessional* is an employee who works under the supervision of teachers and other licensed personnel who have the ultimate responsibility for the design and implementation of education and related service programs. A paraprofessional is an employee whose position is either instructional in nature or who delivers other direct or indirect services to children, youth and /or their parents."Paraeducator" or "paraprofessional" is currently the most generally accepted and recognized job title. Paraprofessionals provide assistance to a variety of students including those with and without

disabilities, with health needs, with limited English proficiency, and others. Typically employed by school districts and area education agencies, they work in a range of educational settings. The responsibilities of a paraprofessional can vary between districts, schools, and even between classrooms. The special education teacher, general education teacher, principal, or other staff members will identify the daily responsibilities of paraprofessionals they supervise. The focus of this lecture will be on working with paraprofessionals in the Inclusion classroom.

Topics covered include:

- What is a Paraprofessional?
- What Can a Paraprofessional Do?-Responsibilities of a Paraprofessional
- Role of the Teacher v. Role of the Paraprofessional
- Paraprofessionals May….
- NEVER: What Can Paraprofessionals NOT Do?
- Successful Paraprofessionals
- Advice for Paraprofessionals in Your Classroom
- Being a Team Player as a Paraprofessional
- Conclusion-Roles and Responsibilities of Paraprofessionals

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this Unit, including: Classroom Partners: How Paraprofessionals Can Support All Students to Meet New Standards, Empowering Paraprofessionals in the Classroom, Paraprofessionals: What You Need to Know & What Do Paraeducators in Inclusion Classrooms Say About Their Work?

Supplemental Videos - In addition to the video lecture presentation in this Unit, the following supplemental videos are available to enhance the concepts learned: Working with Paraprofessionals: Classroom Collaboration, The Role of Paraprofessionals in Inclusive Classrooms, Supporting Paraprofessionals in a Special Education Classroom, & .he Role of the Paraprofessional in the Inclusive Class Gifted, creative and highly sensitive children

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Unit 22. Classroom Management Techniques for Inclusive Classroom Teachers

Video Lectures and PowerPoint Presentations- Classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. In all that you communicate, no matter how insignificant or innocuous it may seem, it contributes to your status as a teacher and your ability to manage the classroom. How one manages the classroom is the primary determinant of how well your students learn. Conversely, when students are successful and actively engaged in their work, they tend to be well behaved. Therefore, keep students involved in their work, have students understand what is expected of them, maximize time on task, prevent confusion or disruption, and run a work simulated but relaxed and pleasant classroom. Most teachers have not taken courses on human

nature and dynamics and are not aware of symptomatic behavior and what is means. This lack of understanding creates immense frustration which only hinders the teacher's progress in working with fostering children's academic success. The goal of this lecture is to present you with an easy to understand basis of why children do what they do and what to do when they do it. It is our hope that this insight will allow you to work more effectively in your inclusion classroom on the real issues that may be creating problems in and outside of school. We have also provided step by step suggestions on what to do when a specific behavior occurs in your classroom.

Supplemental Readings - In this section, you will have the opportunity to reinforce concepts presented in this Unit, including: 5 Essential Classroom Management Strategies to Keep Your Inclusion Class Running Smoothly, Creating a Classroom Environment That Promotes Positive Behavior, 11 Classroom Management Strategies for Children with Special Needs, & Creating a Learning Environment- Setting Expectations- Motivational Climate- Maintaining a Learning Environment- When Problems Occur.

Supplemental Videos - In addition to the video lecture presentation in this Unit, the following supplemental videos are available to enhance the concepts learned: Classroom Management Styles: What's Your Style?, Making Inclusion Successful: Practical Behavior Management Strategies for the Classroom, K-6, Classroom Management - Organize the , Physical Classroom, Zoom Classroom Management Tips & Classroom Management Tips For Teaching Online.

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MODULE #5

Understanding Special Education Today

Unit 23 Basic Principles of Special Education -

Video Lecture and Power Point Presentation: Special education is instruction that is specially designed to meet the unique needs of children who have disabilities. It is provided in public schools at no cost to the parents and can include special instruction in various types of educational settings. The principles of special education are founded on legal and ethical frameworks, primarily guided by the Individuals with Disabilities Education Act (IDEA) in the United States. IDEA gives eligible children with disabilities the right to receive a free appropriate public education (FAPE). This lecture focuses on an overview of terms and concepts of importance in special education.

Areas covered include:

- Definition of Special Education
- Individuals with Disabilities Education Act
- Exceptional Children

- Disability Classifications
- Prevalence of Children Receiving Special Education
- Gender Issues in Special Education
- Overview of Early Intervention and Preschool Special Education
- Legal Requirements Under IDEA
- The 10 Basic Steps of the Special Education Process
- Using Appropriate First Person Language

Supplemental Readings: These supplemental readings on Basic Principles of Special Education are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Special Education. The Links are direct to websites or PDF files that you can read online or download. Here are some of the articles to be found in this area: IDEA Parent Guide, Job Outlook - Special Education Teachers, Key Terms to Know In Special Education, Overview of Special Education Law, Special Education Literature Review, The Special Education Process under IDEIA 2004, & Understanding Special Education Process.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to YouTube Videos that you immediately view. Here are some of the videos to be found in this area: An Introduction to Special Education: The Special Education Process, What is Special Education, Days in the Life of an Elementary Special Education Teacher!, Special Education Teacher, Career Video, Students with Disabilities, & Introduction to Special Education.

Unit 24. Making Sense of Individualized Education Programs (IEPs)

Video Lecture and Power Point Presentation: The centerpiece of IDEIA is the requirement that each student receiving special education and related services has an individualized education program (IEP). The contents of the IEP are designed to provide a road map for the child's educational programming during the course of the coming year. The IEP is the primary mechanism for ensuring that students receive an appropriate education. An IEP summarizes all the information gathered concerning the student, sets the expectations of what the student will learn over the next year and describes the special education and related services the student will receive. The development of an IEP is a collaborative effort between the LEA and parents to ensure that a student's special education program will be appropriate and meet his or her individual unique needs. IDEIA spells out very clearly the required components of an IEP. This course will address the required components of an IEP under IDEIA.

Topics covered include:

- The child's present levels of educational performance
- A statement of measurable annual goals
- A description of how the child's progress toward meeting the annual goals will be measured
- A statement of the special education placement, related services, and assistive technology services to be provided.
- An explanation of the extent, if any, to which the child will not participate with children without disabilities
- A statement of any accommodations or modifications in the administration of state or district-wide assessments of student achievement
- The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.
- Transition Services
- Transfer Rights at the Age of Majority
- Peer reviewed research and the IEP
- Timelines for an IEP
- Placement decisions and the IEP
- IEP teams
- IEPs and transferring to a new school
- Finally, the course will address issues involving early intervention and the requirements of Individualized Family Service Plans (IFSPs).

Supplemental Readings: On Making Sense of Individualized Education Programs (IEPs) are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Making Sense of Individualized Education Programs (IEPs). The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to YouTube Videos that you immediately view. Here are some of the videos to be found in this area: What is an IEP?, IEP Meeting Role Play, Developing the Individualized Education Plan IEP, & Assistive Technology: Examples, Definition, and Evaluation.

Unit 25. Related Services in Special Education

Video Lecture and Power Point Presentation: Related services help children with disabilities benefit from their special education by providing extra help and support in needed areas, such as speaking or moving. Related services are defined in IDEA as: "transportation, and such developmental, corrective and other supportive services….as may be required to assist a child with a disability to benefit from special education." Related services must be provided to all eligible children receiving special education services. But, just because a child receives special education doesn't mean they will be eligible for related services. IDEA includes a long list of related services that schools must provide to students who need them to receive a meaningful education. It is important to note, however, that this list does not include all of the services which a school district may be required to provide. The focus of this lecture will be to address some of the most common related services offered to children with disabilities.

Topics covered include:

- Overview of Related Services
- Interpreting Services
- Medical Services
- Occupational and Physical Therapy (OT/PT)
- Orientation and Mobility Services
- Parent Counseling
- Psychological and Counseling Services
- Recreation
- Rehabilitation Counseling
- School Health Services
- Speech and Language Therapy
- Transportation
- Travel Training

Supplemental Readings: These supplemental readings on Related Services in Special Education are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Related Services in Special Education. The Links are direct to websites or PDF files that you can read online or download. Here are some of the readings to be found in this area: Psychological Services as Related Services, Overview of Related Services, Some Students with IEP's May Need Related Services, The IEP Tip Sheet-What are Related Services, & What are related services for students with disabilities and how are they provided.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to YouTube Videos that you immediately view. Here are some of the videos to be found in this area: Speech and Language Therapy in Special Schools, Occupational therapists enable children to participate in activities at home and in school, PT in Schools, Orientation Mobility, & Independent Travel Training.

Unit 26. The Least Restrictive Environment (Educational Placement) and Extended School Year Services (ESY)

Video Lecture and Power Point Presentation: Placement decisions for students with disabilities are to be based on an existing IEP, and therefore must be made after the development of the IEP. IDEIA contains several requirements governing the location of the educational placement. Perhaps most important, IDEIA requires that children with disabilities must be educated with those without disabilities to the maximum extent appropriate. This requirement applies to nonacademic activities and extracurricular activities, for example, lunch and recess, as well as academic activities. The requirement that "children with disabilities must be educated with those without disabilities to the maximum extent appropriate" is referred to as the Least Restrictive Environment or the LRE. The least restrictive environment is composed of various continuums of placements that range from least restrictive to most restrictive. This NASET course will focus on the least restrictive environment (LRE).

Topics covered include:

- Overview of LRE
- Inclusion Classrooms
- Resource Rooms
- Special Education Classroom (Self-Contained Classrooms)
- Residential Facilities
- Hospital and Homebound Instruction
- Determining Placement of a Student
- Annual Reviews
- Changing Educational Placements
- Extended School Year Services

Supplemental Readings: These supplemental readings on The Least Restrictive Environment (Educational Placement) and Extended School Year Services (ESY) are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings

are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: These supplemental videos are supplied as a means to deepen your knowledge and reinforce the lectures provided on the Least Restrictive Environment (Educational Placement) and Extended School Year Services (ESY). Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to YouTube Videos that you immediately view.

Unit 27. Discipline of Students with Disabilities

Video Lecture and Power Point Presentation: In 1997, IDEA added explicit new provisions regarding the discipline of students with disabilities. IDEIA has kept these provisions and added new requirements for the discipline of children with disabilities. These provisions were intended to protect the rights of children with disabilities and their parents, while at the same time address the concerns of school administrators and teachers regarding school safety and order. They were also intended to help schools respond appropriately to a child's behavior and promote the use of appropriate behavioral interventions to prevent troubling behavior from recurring. IDEIA permits school personnel to consider any unique circumstances on a case by case basis when determining whether a change of placement is appropriate for a child with a disability. The same discipline may not be appropriate for all students, even students involved in the same incident. The focus of this lecture will be to address the discipline of students with disabilities.

Topics covered include:

- Discipline in General
- Case by Case Basis
- Short-Term Suspension
- Long-Term Suspensions
- Manifestation Determination Hearings
- Medications Associated with Children with Emotional and Behavioral Disabilities
- Functional Behavioral Assessments (FBA)
- Behavior Intervention Plans (BIP)
- Special Circumstances
- Challenging a Manifestation Determination Decision

Supplemental Readings: These supplemental readings on Discipline of Students with Disabilities are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic.

Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Inclusive Education. The Links are direct to websites or PDF files that you can read online or download. Here are some of the readings to be found in this area: Discipline and Dangerous Students with Disabilities, Discipline of Students with Disabilities - (Giuliani), Discipline of Students with Disabilities - (P&A), Quick Guide: School Discipline for Special Education Students, & Student Discipline for Students with Disabilities.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on Discipline of Students with Disabilities. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Discipline of Students with Disabilities. The Links are direct to YouTube Videos that you immediately view. Here are some of the videos to be found in this area: Functional Behavioral Assessment: The FBA, Behavior Intervention Plan: BIP Overview, The Manifestation Determination Review Process, Discipline for Children with Disabilities, Special Education Law 101: Manifestation Determination process explained and patterns of removal, & Special Education Law 101: A 60-Minute Special Education Law Primer.

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MODULE #6

Classroom Management and Behavioral Intervention Strategies for Students with Special Needs

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Unit 28 Classroom Management and Behavioral Intervention Strategies for Students with Autism

Video Lecture and Power Point Presentation: Autism (also referred to as Autism Spectrum Disorder or ASD), is a complex neurodevelopmental condition that manifests in various ways and affects individuals differently. No two students with autism are exactly alike, and each person may have a unique combination of strengths and challenges. Additionally, the characteristics of autism can change over time, and individuals may benefit from a range of interventions and supports tailored to their specific needs. Classroom management for children with autism requires specialized tools and strategies to address their unique needs and create a supportive learning environment. The focus of this lecture will be on classroom management and behavioral intervention strategies tools tailored for children with autism.

Topics covered include:

- IDEA Definition of Autism

- Characteristics of Students with Autism
- Visual Schedules
- Visual Supports
- Social Stories
- Structured Workstations
- Video Modeling and Self-Modeling
- Token Economy Systems

Supplemental Readings - These supplemental readings on Classroom Management and Behavioral Intervention Strategies for Students with Autism are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to PDF files that you can download and or read online.

Supplemental Videos - In this section, you will have the opportunity to reinforce concepts presented in this unit. These supplemental videos will cover critical areas that will enhance your knowledge, skills, and abilities regarding classroom management and behavioral intervention strategies for students with autism.

Unit 29 Classroom Management and Behavioral Intervention Strategies for Students with Deafness, Deaf-Blindness, and Hearing Impairments

Video Lecture and Power Point Presentation: Children with deafness, deaf-blindness, or hearing impairments exhibit a wide range of characteristics that are influenced by the degree and type of their impairments, as well as individual factors such as age, developmental stage, and additional disabilities.Working with these children requires specialized classroom management techniques to ensure effective communication, access to information, and meaningful participation. By implementing specific classroom management techniques, educators can create a supportive and inclusive learning environment where children with deafness, deaf-blindness, or hearing impairments can thrive, participate fully, and hopefully reach their potential both in and outside of the classroom. This lecture will address classroom management and behavioral intervention strategies (and the importance of assistive technology) for students receiving special education and related services under the classifications of Deafness, Deaf-Blindness, or Hearing Impairments.

After watching this lecture, you should understand the following:

- IDEA Definitions of Deafness, Deaf-Blindness, and Hearing Impairments
- Characteristics of Students with Deafness, Deaf-Blindness, and Hearing Impairments

- Classroom Management and Behavioral Intervention Strategies for Students with Deafness, Deaf-Blindness, and Hearing Impairments
- The Importance of Assistive Technology for Students with Deafness, Deaf-Blindness, and Hearing Impairments

Supplemental Readings: These supplemental readings on Classroom Management and Behavioral Intervention Strategies for Students with Deafness, Deaf-Blindness, and Hearing Impairments are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to PDF files that you can download and or read online.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Classroom Management and Behavioral Intervention Strategies for Students with Deafness, Deaf-Blindness, and Hearing Impairments. The Links are direct to YouTube Videos that you immediately view.

Unit 30 Classroom Management and Behavioral Intervention Strategies for Students with Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities

Video Lecture and Power Point Presentation: This lecture will address classroom management and behavioral intervention strategies for students receiving special education and related services under the classifications of Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities.

After watching this lecture, you should understand the following:

- Characteristics of Students with Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities
- IDEA Definitions of Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities
- Classroom Management and Behavioral Intervention Strategies for Students Classified with Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities

Supplemental Readings: These supplemental readings on Classroom Management and Behavioral Intervention Strategies for Students with Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Classroom Management and Behavioral Intervention Strategies for Students with Emotional Disturbance, Intellectual Disabilities, and Multiple Disabilities. The Links are direct to YouTube Videos that you immediately view.

Unit 31. Classroom Management and Behavioral Intervention Strategies for Students with Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities

Video Lecture and Power Point Presentation: This lecture will address classroom management and behavioral intervention strategies for students receiving special education and related services under the classifications of Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities.

After watching this lecture, you should understand the following:

- IDEA Definitions of Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities
- Characteristics of Students with Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities.
- Classroom Management and Behavioral Intervention Strategies for Students Classified with Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities.

Supplemental Readings: These supplemental readings on Classroom Management and Behavioral Intervention Strategies for Students with Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on Classroom Management and Behavioral Intervention Strategies for Students with Orthopedic Impairments, Other Health Impairments, Attention Deficit Disorder, and Learning Disabilities. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to YouTube Videos that you immediately view.

Unit 32. Classroom Management and Behavioral Intervention Strategies for Students with Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments

Video Lecture and Power Point Presentation: This lecture will address classroom management and behavioral intervention strategies for students receiving special education and related services under the classifications of Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments.

After watching this lecture, you should understand the following:

- IDEA Definitions of Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments.
- Characteristics of Students with Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments.
- Classroom Management and Behavioral Intervention Strategies for Students Classified with Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments.
- The Importance of Assistive Technology for Students Classified with Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments.

Supplemental Readings: These supplemental readings on Classroom Management and Behavioral Intervention Strategies for Students with Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge on this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of lassroom Management and Behavioral Intervention Strategies for Students with Speech and Language Impairments, Traumatic Brain Injuries, and Visual Impairments. The Links are direct to YouTube Videos that you immediately view.

Unit 33. Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIPs) in the Classroom

Video Lecture and Power Point Presentation: Educators have long understood that behavior difficulties can keep students from functioning productively in class. Many school personnel have been considering the effects of behavior on learning for some time. IDEA takes that consideration one step further stating that the relationship between behavior and learning must not only be considered but acted upon. Functional behavior assessments (FBAs) are based on the science of

behavior. An FBA is a process to collect and study data to better understand what may be prompting the behavior which occurs and to understand the function of the behavior. Functional behavioral assessment is an approach that incorporates a variety of techniques and strategies to diagnose the causes and to identify likely interventions intended to address problem behaviors. A Behavior Intervention Plan (BIP) is a written improvement plan created for a student based on the outcome of the FBA. The FBA should identify what is maintaining or causing a challenging behavior, and the BIP specifies the actions to take to improve or replace the behavior. A Behavior Intervention Plan is a customized plan developed based on the findings of the Functional Behavior Assessment. It outlines strategies and interventions designed to address and modify the target behavior identified in the FBA. The focus of this lecture will be on the importance of the FBA and BIP in classroom management.

After watching this lecture, you should understand the following:

- Overview of Functional Behavior Assessments (FBA)
- Overview of Behavior Intervention Plans (BIP)
- The Role of FBA and BIP in Classroom Management
- Primary Components of an FBA
- Types of FBA
- Purposes of a BIP
- Primary Components of a BIP
- Ethical Considerations of Conducting a FBA and Writing a BIP

Supplemental Readings: These supplemental readings on Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIPs) in the Classroom are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge on this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Functional Behavioral Assessments (FBA) and Behavior Intervention Plans (BIPs) in the Classroom. The Links are direct to YouTube Videos that you immediately view.

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MODULE #7

Practical Strategies for Engaging Instruction

Unit 34. Planning Engaging Lessons and Effective Lesson Plans

Video Lecture and Power Point Presentation: Lesson planning is a vital process that helps teachers create effective, engaging, and organized learning experiences. It promotes structure, clarity, flexibility, and collaboration, contributing to a positive classroom environment and improved learning outcomes for students. An engaging lesson in the classroom is one that captivates students' attention, encourages active participation, and fosters a meaningful learning experience. It goes beyond traditional lecture-based teaching to create an interactive environment where students are motivated to learn and collaborate. An effective lesson plan is a comprehensive roadmap that guides teachers through the instructional process, ensuring that classroom time is used efficiently and learning objectives are achieved. Designing a flexible lesson plan involves creating a structured approach that allows for adaptability based on classroom dynamics, student feedback, and unexpected changes. The focus of this lecture will be on planning engaging lessons and effective lesson plans.

Topics covered include:

- The Importance of Lesson Planning for Teachers
- Key Elements that Define an Engaging Lesson in the Classroom
- Developing Effective Lesson Plans
- Designing Flexible Lesson Plans
- Challenges and Obstacles When Writing Lesson Plans
- Key Principles of Effective Lesson Planning

Supplemental Readings: These supplemental readings on Planning Engaging Lessons and Effective Lesson Plans are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Planning Engaging Lessons and Effective Lesson Plans. The Links are direct to YouTube Videos that you immediately view.

Unit 35. Incorporating Active Learning Strategies in the Classroom

Video Lecture and Power Point Presentation: Active learning is an educational approach where students engage in meaningful activities that require active participation, rather than passively receiving information. It emphasizes student-centered instruction and involves activities that promote analysis, synthesis, and evaluation of course material. This approach fosters deeper learning, critical thinking, problem-solving, collaboration, and active engagement with the content. Active learning often involves hands-on activities, group discussions, collaborative projects, case studies, problem-based learning, and other interactive methods. It shifts the traditional classroom dynamic by encouraging students to take responsibility for their learning, promoting a more engaging and participatory learning environment. Active learning is a powerful approach that can transform the classroom, leading to enhanced engagement, better learning outcomes, and a more enjoyable educational experience. This unit will focus on incorporating active learning strategies in the classroom.

Topics covered include:

- The Importance of Active Learning Key Principles of Active Learning in the Classroom
- Types of Active Learning Strategies Issues and Challenges of Active Learning for Teachers and Students
- Solutions to the Issues and Challenges of Active Learning for Teachers and Students Integration of Active Learning Strategies
- Successful Active Learning in Different Subject Areas
- Significance and Impact of Active Learning in the Classroom

Supplemental Readings: These supplemental readings on Incorporating Active Learning Strategies in the Classroom are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Inclusive Education. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Incorporating Active Learning Strategies in the Classroom. The Links are direct to YouTube Videos that you immediately view.

Unit 36. Keeping Students Motivated and Focused in the Classroom

Video Lecture and Power Point Presentation: Motivation is the driving force that compels individuals to act, achieve goals, and persist through challenges. Motivation and focus are critical for

student success, impacting academic performance, classroom dynamics, personal development, and future readiness. Teachers play a significant role in cultivating these qualities through engaging instruction, creating a positive classroom environment, and providing support and encouragement to their students. Motivation is foundational to educational success. It plays a crucial role in shaping a student's learning experience and determining outcomes. Creating a motivating classroom environment requires a multifaceted approach that combines effective classroom management, strong teacher-student relationships, and differentiated instruction. By understanding the factors that influence student motivation, educators can implement strategies that promote engagement, foster a growth mindset, and create a positive learning experience for all students. The focus of this lecture will be on keeping students motivated and focused in the classroom.

Topics covered include:

- The Importance of Motivation in Education
- Teacher-Student Interaction in Maintaining Motivation
- Intrinsic Motivation
- Extrinsic Motivation
- Other Types of Student Motivation (Achievement, Social, Competence, and Fear-Based)
- Primary Factors that Can Affect Student Motivation in the Classroom
- The Role of Feedback in Student Motivation
- Strategies for Providing Constructive Feedback
- The Impact of Differentiated Instruction on Motivation

Supplemental Readings: These supplemental readings on Keeping Students Motivated and Focused in the Classroom are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Inclusive Education. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Keeping Students Motivated and Focused in the Classroom. The Links are direct to YouTube Videos that you immediately view.

Unit 37. Integrating Social-Emotional Learning in the Classroom

Video Lecture and Power Point Presentation: Social Emotional Learning (SEL) refers to the process through which individuals, particularly children and adolescents, acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL is essential for fostering mental, emotional, and social well-being,

as well as for supporting academic success and overall life satisfaction. It encompasses a range of competencies, including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making, which are fundamental for navigating various life situations effectively. Social Emotional Learning is a critical component in education, contributing to a well-rounded development for students. This unit will focus on integrating Social Emotional Learning (SEL) in the classroom.

Topics covered include:

- Definition of Social Emotional Learning (SEL)
- The Importance of SEL in Education
- The Five Core Competencies of SEL (as defined by the Collaborative for Academic, Social, and Emotional Learning-CASEL)
- Strategies for Integrating SEL into Classroom Management
- Challenges and Considerations When Incorporating SEL into Classroom Management
- Case Study Examples on Social Emotional Learning (SEL)

Supplemental Readings: These supplemental readings on Integrating Social-Emotional Learning in the Classroom are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Inclusive Education. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Integrating Social-Emotional Learning in the Classroom. The Links are direct to YouTube Videos that you immediately view.

Unit 38. The Importance of Culturally Responsive Classroom Management (CRCM)

Video Lecture and Power Point Presentation: Culturally Responsive Classroom Management (CRCM) refers to an approach to classroom management that acknowledges, respects, and incorporates students' cultural backgrounds into
teaching practices and classroom policies. The goal of CRCM is to create an inclusive and equitable classroom environment that values diversity and fosters positive relationships, while also addressing and minimizing cultural biases. Understanding cultural diversity in education involves recognizing, respecting, and embracing the unique backgrounds, beliefs, values, and traditions that students and educators bring to the learning environment. Awareness of cultural diversity in education is crucial for fostering an inclusive environment that supports the success and well-being of all students, while preparing them for a diverse and interconnected world. CRCM is a dynamic approach that requires

ongoing commitment and adaptability of educators.
The focus of this unit is on the importance of culturally responsive classroom management.
Topics covered include:

- Definition of Culturally Responsive Classroom Management (CRCM)
- Significant Relevance and Importance of Culturally Responsive Classroom Management
- Key Elements to Consider when Understanding Cultural Diversity in Education
- Principles of Culturally Responsive Classroom Management
- Challenges of Culturally Responsive Classroom Management and their Corresponding Solutions
- Case Studies on Culturally Responsive Classroom Management

Supplemental Readings: These supplemental readings on The Importance of Culturally Responsive Classroom Management (CRCM) are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge of Basic Principles of Inclusive Education. The Links are direct to websites or PDF files that you can read online or download.
Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of The Importance of Culturally Responsive Classroom Management (CRCM). The Links are direct to YouTube Videos that you immediately view.

Unit 39. Using Differentiated Instruction in the Classroom

Video Lecture and Power Point Presentation: Differentiated instruction is a teaching approach that recognizes and addresses the diverse needs, abilities, learning styles, and interests of students within a classroom. Instead of employing a one-size-fits-all method, differentiated instruction involves tailoring educational content, processes, and products to meet individual learning requirements. This approach aims to ensure that all students, regardless of their differences, have access to meaningful learning experiences and opportunities to achieve academic success. Differentiated instruction is designed to foster an inclusive classroom environment, promoting equity and supporting the academic growth of all learners. It is critical in education today because it acknowledges and addresses the diverse needs and learning styles of students, promoting inclusivity and improved learning outcomes. The focus of this unit will be on using differentiated instruction in the classroom.
Topics covered include:

- The Importance of Differentiated Instruction in Education

- Key Components of Differentiated Instruction
- Challenges of Implementing Differentiated Instruction in the Classroom
- Strategies for Implementing Differentiated Instruction in the Classroom

Supplemental Readings: These supplemental readings on Using Differentiated Instruction in the Classroom are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge on this topic. The Links are direct to websites or PDF files that you can read online or download.

Supplemental Videos: are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these videos are not required, we strongly encourage you to use these resources to further enhance your knowledge of Using Differentiated Instruction in the Classroom. The Links are direct to YouTube Videos that you immediately view.

Unit 40. Overview of Data Collection and Analysis in Classroom Management

Video Lecture and Power Point Presentation: Data collection in educational settings refers to the systematic gathering and recording of information from various sources to gain insights into student learning, teaching practices, and classroom dynamics. This information can be quantitative (numerical) or qualitative (descriptive) and can be collected through various methods such as tests, surveys, observations, or technology-based tools. Data collection is a fundamental component of educational research and classroom management, enabling educators to make informed decisions based on evidence. Data collection plays a crucial role in the education process, providing a foundation for understanding student performance, assessing teaching effectiveness, and guiding educational improvements. This unit will provide an overview of data collection and analysis in classroom management.

Topics covered include:

- The Importance of Data Collection in Educational Settings
- The Essentiality of Data Collection
- Types of Data Collection in the Classroom
- Methods for Data Collection in the Classroom
- Data Analysis Techniques in the Classroom
- Applications of Data Collection and Analysis in the Classroom
- Ethical Considerations in Data Collection and Analysis in the Classroom
- Best Practices for Effective Data Collection and Analysis in the Classroom

Supplemental Readings: These supplemental readings on the Overview of Data Collection and Analysis in Classroom Management are supplied as a means to deepen your knowledge and reinforce the lectures provided on this topic. Although these readings are not required, we strongly encourage you to use these resources to further enhance your knowledge on this topic. The Links are direct to websites or PDF files that you can read online or download.

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