



De-escalation and Discipline

EDUO 9951 1 Semester Credit/Unit

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Course Syllabus

This course is one in a series titled, *Trauma Informed Practices*. The courses are not sequential. They can be taken in any order to meet your professional needs.

Course Overview

Explore ways to support students and manage classroom behaviors through a trauma-informed lens. Gain tools you can implement today while creating deep, meaningful relationships with students that create long term behavioral change. Learn a new framework for discipline by learning to respond to big emotions with effective de-escalation techniques. Critically analyze current discipline ideologies and practices within the context of your own classroom and school.

Course Objectives: In this course, participants will have opportunity:

- Gain tools to create meaningful discipline practices and effectively deescalate student behaviors
- Analyze the role of educators in engaging in discipline practices that enhance relationships and meet students' unique needs
- Shift your disciplinary practices and de-escalation techniques through a trauma-informed framework

Course Relation to CCS or other Professional Standards

This course aligns to the standards for:

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities.

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow assignment instructions on how to prepare and in which Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade. A grading assessment rubric is located in this document.

Course Assignments

Assignment 1: Introduction

Document Submission

Write a short autobiographical paragraph. An introduction for this course describes a little about yourself and your school community. It also includes descriptions of your personal philosophy on discipline and how classroom management is implemented in your classroom or school.

Submit via Moodle Dropbox #1

Assignment 2: Self-Regulation

Document Submission

After gaining an understanding of self-regulation, choose one strategy to implement with a student or child. Write a 1-2 page reflection paper describing the strategy, your hypothesis for how a student might respond and (if possible) the student's actual response.

Resources:

<https://self-reg.ca/infographics/>

https://youtu.be/m4UGDaCgo_s

<https://www.edutopia.org/article/how-teach-self-regulation>

<http://ageofmontessori.org/teaching-children-to-self-regulate/>

Submit via Moodle Dropbox #2

Assignment 3: Decoding the Needs Behind Behaviors

Document Submission

Complete the chart to identify lagging skills and decode possible needs. Then, write a 1-page paper describing a lesson plan to teach one of the identified skills. A lesson plan includes a stated outcome goal, one or more activities, a resource or material description, and a detailed plan for generating data on student progress. Copy the chart and turn in alongside your paper.

Resources:

http://www.conncase.org/Customer-Content/WWW/CMS/files/2017_ConnCASE_Conf_Handouts/Dr.RossGreenePowerPointMaterials.pdf

<https://www.positivediscipline.com/sites/default/files/mistakengoalchart.pdf>

Decoding Behavior

Behavior	Possible Lagging Skills	Other Possible Needs	Skills to Teach
EXAMPLE Refusal to complete work	Difficulty persisting in tedious or challenging tasks, difficulty maintaining focus, Poor sense of time, difficulty expressing concerns	May need remediation or task modification, may need help breaking up assignment into manageable tasks, may be overwhelmed by setting or multi step	How to organize a task into parts, How to ask for help, Developing concentration

		instructions	
Leaving class suddenly			
Shouting Obscenities			
Hitting peers during recess and/or fighting			
Behavior you have experienced:			

Submit via Moodle Dropbox #3

Assignment 4: IDEAL Response & Types of Engagement

Document Submission

Read the documents and reflect on the content from previous sections to write about a real or hypothetical discipline scenario in which you might be able to utilize these tools. Create a visual, digital, or other creative quick reference to help you access information as a memory aid during a disciplinary exchange.

Resources:

<https://youtu.be/cuDH85R3rtc>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3877861/>

Submit via Moodle Dropbox #4

Assignment 5: Emotional Regulation

Document Submission

Write a 2-page paper outlining the adult's role in creating calming, coregulation during times of dysregulation. Include responses to the following prompts:

1. What might a student's sensory needs be when dysregulated?
2. What techniques might you use to help yourself stay regulated during times of high stress?
3. What indicators might a student display to let a teacher know they are ready to enter the reasoning stage?

Resources:

[The-Three-Rs.pdf](#)

[The 3 R's: Regulate, Relate & Reason & Brain States by Jessica Lang, LMFT](#)

[Co-Regulation From Birth Through Young Adulthood: A Practice Brief](#)

[Connect Before Correct | VTSS RIC](#)

<https://chipdelorenzo.com/connection-before-correction/>

Submit via Moodle Dropbox #5

Assignment 6: Shame Free Classroom Management

Document submission

After reviewing the documents, consider common classroom practices that might induce shame as a disciplinary technique. Write a 2-page paper and discuss a technique you have identified as concerning, what research supports a change, and what other technique you feel might be more appropriate to implement.

Resources:

<https://www.edweek.org/tm/articles/2017/09/06/death-to-the-behavior-chart-3-reasons.html>

<https://www.washingtonpost.com/news/parenting/wp/2016/09/29/the-darkside-of-classroom-behavior-management-charts/>

<https://youtu.be/DVD8YRgA-ck>

Submit via Moodle Dropbox #6

Assignment 7: Final Thoughts

Reflection Post

Write 2-paragraph paper. In the first paragraph, describe one thing you learned in this course and how you will implement in your interactions with students. In your second paragraph, describe how you will further your trauma informed practices and engage in further learning.

Submit via Moodle Dropbox #7

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work is very well organized.	Most work is generally well organized.	Work shows little or no organization.
Answers are well thought out and demonstrates reflection on the material.	Answers are complete and demonstrate some reflection on the material.	Answers are brief and do not demonstrate any reflection on the material.
Assignment use specific examples and provide a detailed description of how the assignment can be incorporated into a learning environment	Assignment use specific examples or somewhat describes how the assignment can be incorporated into a learning environment	Assignments do not use specific examples or describe classroom incorporation.
All assignments are completed and meet or exceed the page or paragraph requirement.	The majority of the assignments are completed and meet the page or paragraph requirement.	Assignments are not completed and do not meet the page or paragraph requirement
Templates or assignment documents are fully filled out, with thorough elaboration and thoughtful detail put into each component.	Templates or assignment documents are mostly filled out, indicating some thought put into each component.	Templates or assignment documents are not filled out.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Addendum:

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Student Account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
 - For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA-Online-FAQ/>