

**Newburgh Teacher Center**  
**In-service Course Proposal**  
 Page #1

Title:	Managing Anti-Social Behavior		
Curriculum Area:	All		
Learning Standards:	All		
Presenter(s):	Beverly Browne & Barbara Rubin	Email:	brubin@newburgh.k12.ny.us
Dates:	THURSDAYS: 1/21, 1/28, 2/4, 2/11, 2/18, 2/25, 3/4, 3/11, 3/18, 3/25 (FINAL CLASS) Snow make-up is 4/8		
Time:	4:15-7:15		
Location:	NFA Room 147		
Credit(s):	3		
Hours:	45		
Target Audience:	Teachers		
Course Description:	<ul style="list-style-type: none"> <li>• Defining Antisocial Behavior</li> <li>• Effective Classroom Management</li> <li>• Behavior Analysis</li> <li>• Building Social Competence</li> <li>• Behavior Enhancement and Reduction</li> <li>• Acting Out Cycle</li> <li>• School Wide Support Practices</li> <li>• Pursue and APPLY independent research in classrooms</li> <li>• SUPPORT independent research with WRITTEN FINDINGS to be a part of CULMINATING PORTFOLIO PROJECT.</li> </ul>		
Course Requirements:	<p><b><u>Attendance at ALL SESSIONS</u></b>  <b><u>Participation</u></b> in group discussions  <b><u>Implementation</u></b> of learned skills in participants' respective classrooms and ability to present to colleagues in class discussions  <b><u>A WRITTEN portfolio of coursework and research findings will be turned in at the final class session</u></b></p>		
Maximum Enrollment:	24		

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p. #2

*Credit and permission granted by Jay McTighe – UbD*

**Name of In-service Proposal: Managing Anti-Social Behavior, SPRING, 2010**

**Name of Instructor(s): Beverly Browne and Barbara Rubin**

**Desired Results**

Goal(s): Managing Antisocial Behavior will provide teachers with the information, tools and skills they need to prevent a great deal of antisocial behavior and/or to manage much of this behavior when it arises.

**Understanding(s):**

Defining Antisocial Behavior  
Effective Classroom Management  
Behavior Analysis  
Behavior Enhancement and Reduction  
Anger Management  
Action Out Cycle  
School Wide Support Practices

**Essential Question(s):**

What is and what contributes to antisocial behavior?  
What effect does antisocial behavior have on your classroom?  
What can be done in a classroom to minimize antisocial behavior?  
What interventions can reshape student's behavior?  
What concepts can be used when students do not respond to alternate behavioral teachings?  
What are our school district support practices?

**Knowledge/Skills:**

Rules & Procedures, room arrangement, feedback, effective/ineffective praise, assessment methodology, behavior enhancement/reductions, Colvin's Acting Out Cycle, problem-solving training, learning social competence in a school setting, formal training in behavior contracting.

**Assessment Evidence**

**Direct Evidence:**

**All the above MUST BE OBSERVED AND WRITTEN in formal and informal observations and reported back to colleagues and instructors in debriefing sessions, as well as a professional research-based portfolio to be turned in at the end of course.**

**Learning Plan**

**Learning Activities:**

Presentation of Research  
Discussions in large and small groups  
Research Action Plans (reflections)  
Numerous activities that incorporated the research including role playing, scenarios, carousel activities, discovery, etc.  
Teachers must spend time in their classrooms implementing and practicing techniques addressed in weekly seminars and debrief to instructors and colleagues what their findings were.  
Written assessments to be turned in when due to instructors documenting evidence of anti-social behavior  
Teachers are encouraged to seek out and consult with SAVE/IN-SCHOOL SUSPENSION instructors for strategies and data compilation.  
A written portfolio to be turned in on the last day of sessions which will include all materials handed out, notes on discussions, all written group findings and documentation of all anti-social behavioral evidence found in classrooms. No credit will be awarded without the aforementioned.