EDCU 9989: Keeping Them in the Room
Transcript Title: Keep Them in Room

Details

- **Prerequisite:** Attend face-to-face workshop OR complete on-demand workshop led by The Catalyst Approach
- **Credits:** Three (3) graduate-level semester (translates to 4.5 quarter) professional development credit through University of Massachusetts Global. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** $360.00
- **Due Date:** While the dates below correspond with timelines for some school district lane advancement timelines, we can accommodate individual requests to submit registrations at any time. Course requirements and payment must be confirmed prior to receiving a transcript.
    - Winter term: February 14
    - Summer term: July 31
    - Fall term: November 14

Registration and payment

1. Register online at http://www.thecatalystapproach.com/classes/#credits
2. Pay with either a check or by requesting an email invoice for credit card payment

Course Description

There are common behaviors that often correspond with traumatic experiences, executive dysfunction, sensory input, rejection sensitivity, and hypervigilance that can lead to increased dysregulation in the classroom. Students with these behaviors are more likely to be misunderstood, misrepresented, marginalized, or micromanaged in school. Participants will develop a deep understanding of these needs as well as practical strategies to help students stay regulated and in the learning environment.

Learning Objectives

1. Learn about the classroom conditions for supporting students who are most at risk of spending more time out of the classroom and "in the office;"
2. Increase one's flexibility;
3. Manage your own interactions effectively when attempting to engage students;
4. Identify the conditions to consider for temporary removal;
5. Increase success on re-entry;
6. Learn the steps for implementing successful interventions

Assignment Description

Select a student with whom you would like to have a an even more successful relationship (keeping in mind an evolving definition of 'success'). The goal is to apply your learning from the course to help the student thrive within the classroom, a goal that will extend beyond the timeframe in which you will complete this assignment. Use first name or a pseudonym in your description.

*While continuing education clock hours are available to all interested participants, there is no graduate credit available for simply participating in the workshop

Part 1: Student Information & Description (Prior to implementation of strategies. Save this description for revisiting and reflection at the end of the course)
1. Who is the student and why did you choose them for this assignment?
2. What are the student's interests? If you don't know the student well enough yet to document their interests, simply indicate that.
3. Write a description of what you identify as the student's assets. Any liability qualities can also be seen as assets, so if you get stuck in a negative loop, push to flip each one to positive (For example: blurting can also be labeled eager).
4. Describe the variables which contribute to their being underserved or roadblocks that make it challenging for them to be as successful as you'd like. What needs are going unmet? Which of those needs has the school worked to address so far? Which are the next priorities?
5. Which situations or people bring out the student's accommodating side? Which tend to bring out the student's independent (survival) side?
6. Analyze your past relationship with the student. Where have you been successful and where do you wish you were more successful? What attempts have you made to improve your relationship with the student?
7. Discuss cultural factors that relate to your relationship with this student (gender, race/ethnicity, socioeconomic, faith, etc.). What cultural similarities/differences contribute toward a more positive relationship with this student? What cultural similarities/differences make it more difficult for you to form a positive relationship with this student?

Part 2: New Strategy Implementation
8. Select 3-5 strategies from the workshop to try with this student. Document:
   1. Strategy you plan to implement
   2. Description of the strategy
   3. Predict what implementation roadblocks you might encounter
   4. Predict how you think the student will respond
9. Try the strategies for at least a month. For each strategy document:
   1. When you attempted the strategy (context, frequency)
   2. Your initial reactions after the first attempt at the strategy
   3. Initial observations on how the strategy worked with the student
   4. Ongoing observations with subsequent attempts.

Part 3: Impact (After implementation of strategies)
10. Reread the Part 1 description you wrote about the student at the start of this course. Make any revisions to the description after implementing the strategies. You can cut and paste the original description information and revise or document the revisions in a different way.
11. Document the impact these strategies have had on:
    1. Your teaching
    2. The individual's learning
    3. The groups' learning
    4. Your relationship with the individual
    5. The individual's relationship with the class

Assignment Submission
Send completed coursework via email to the Catalyst instructor (who is listed in your registration confirmation email).

Grading and Transcript
For a letter grade of an A, implement at least 5 strategies with corresponding reflections. For a letter grade of a B, include at least 3 strategies with corresponding reflections. All prompts should be addressed as part of the case study with a clear connection between the needs of the student and the selected strategies. Any assignments that are not high enough quality (depth of writing, etc) will be returned to the student for revising.

For an official transcript, visit: https://www.umassglobal.edu/current-students/office-of-the-registrar/transcript-requests

Bibliography
Greene, R. W. (2016). *Lost and found: Helping behaviorally challenging students (and, while you're at it, all the others)*. Jossey-Bass.
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Hammond, Z., & Jackson, Y. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

Jensen, E. (2009). *Teaching with poverty in mind: What being poor does to kids brains and what schools can do about it*. ASCD.

Marzano, R. J. (2005). *A handbook for classroom management that works*. ASCD.

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