



ArmchairEd Course Syllabus
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- **The course syllabus is provided for your preview. Please be sure to register PRIOR to completing any coursework. Registering for a course after coursework has been started violates accreditation standards and puts the University at risk; therefore, SPU reserves the right to not award credit if students are found to be in violation of this policy.**

Overview:

ArmchairEd.com currently provides continuing education to educators, using Educational Leadership magazine and premiere published books on cutting-edge educational themes and topics. The program has been operating since Fall, 2000, and has provided continuing education to hundreds of educators.

Course Goals and Objectives:

As a result of these courses, the student will be able to:

1. Create a behavior management plan
2. Facilitate co-regulation, establish positive relationships, address sensory needs, communicate with parents and practice self-care.
3. Utilize an interdisciplinary approach to navigate brain-based regulation, relationships and classroom behaviors.

The following published books are currently being used as texts for the ArmchairEd course:

Chaves, J., Taylor, A., & Bryson, T. P. (2021). *The "Why" behind classroom behaviors, prek-5: Integrative strategies for learning, regulation, and relationships*. Corwin, a SAGE Company.

With dysregulation and neurodevelopmental diagnoses on the rise, classrooms are more diverse than ever. Despite efforts to support each student's needs and sensitivities, educators are often left frustrated and unsupported when strategies for managing all kinds of behaviors, from anxiety to acting out, prove ineffective, short-lived, or even detrimental to the students' and teachers' happiness and progress.

Through a reflective lens, this course equips teachers and support staff to help all students thrive by identifying and fostering each teacher's and child's individual differences and unique strengths. You will learn to:

- Build confidence in identifying and addressing behaviors to support student growth and brain development
- Learn about an interdisciplinary approach that combines education, occupational therapy, and psychology to better understand and navigate brain-based regulation, relationships, and behaviors in the classroom
- Use relevant research, illustrations, and strategies for reflective and experiential moments
- Discover strategies to facilitate co-regulation, establish positive classroom relationships, address sensory needs, communicate with parents, and practice self-care

**Credit Options:**

The course will be offered for three credits, based on the length and substance of the books. The three-credit course will include 30 multiple-choice questions and three required essays.

Grading Rubric:

Pass/Fail: Coursework must be passed with 70% criterion.

Letter Grade: 90%: A grade
80% B grade
70% C grade

Multiple Choice Test: 20% of overall grade

Essays: 80% of overall grade

Three Essays Required:

Option 1: Select one of the five C's and develop a unit for teaching your students the importance of that C. Begin your essay with the reason for your choice of the C. The body of the essay will be the unit. If possible, teach the unit and summarize your essay with your estimation of the value of teaching one or more of the C's.

Option 2: Use Figure 3.1 on page 47 to frame an essay relating to your personal stress reduction. If you were teaching during the pandemic you may begin with a description of your teaching duties at that time and the kinds of self-care you used then. Or pick a different stressful teaching time. Focus the balance of the essay with the practices you are using now to reduce stress.

Option 3: Each chapter ends with a "Mindful Reflection" box. Use the questions at the end of a chapter that was of particular interest to you. Introduce your essay with a description of your reasons for selecting the chapter. Use the questions to guide your reflection.

Option 4: Each chapter also ends with a short list of Online Resources. Browse the websites listed at the end of a chapter that interested you. In your essay, report on the sites that you visited, describe and discuss what you learned at those sites.

Option 5: Create your own demonstration of the learning you take from this text. Identify your topic and describe it in an introductory paragraph. You may choose from the list below or develop your own.

- Plan a unit with assessment
- Action Research
- Extended learning, including research and developed activities
- Compare/contrast your current education practice to that of the text
- Create forms or systems for use in your classroom including assessment tools
- Plan an 'event', meeting or other pertinent program and report/reflect on it

Essay scoring rubric:

- Three essays required
- Page requirements listed on course download
- Each essay 40% of overall grade
- Single spaced, 10 to 12 size font
- Use of introduction and summary statement (even when a unit is developed)
- Demonstration of grammar, spelling and writing skill
- Demonstration of applied knowledge



- All essays must be fully completed and the rubric followed to receive a grade. Essays not completed to required length will not be processed and revisions will be required.
- You must order the coursework before starting this course.
- Submit all coursework together.