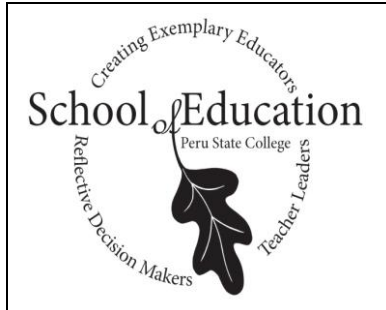


**Department: Peru State College School of Education**  
**Course Number: EDUC 570**  
**Course Name: Attachment and the Defiant School Child**  
**Credit Hours: 3**



### Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

### **Mission Statement**

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

**Course Description: This course will study the relationship between attachment organization and the development of defiant school behavior. It will focus on developing interventions for teachers to use in classroom management of oppositional, defiant children.**

**Credit Hours: 3**

**Prerequisites: None**

**Texts: Beischel, M. L. (2005) *Attachment and the oppositional defiant child*.  
Nashville, TN: Cross Country Education, Inc.  
Pianta, R. C. (1999). *Enhancing relationships between children and teachers*.  
Washington, DC: American Psychological Association.**

**Objectives: The students will be able to:**

- 1. research literature on attachment organization and defiance in school children (1.1.1) (3.1.1);**
- 2. understand the development and characteristics of defiant school children (1.1.1) (1.1.2);**
- 3. understand evolutionary development in type I and type II families (1.1.1) (1.1.2) (3.1.3);**
- 4. be able to stop power struggles with defiant children (1.1.1) (1.1.2) ;**
- 5. know how to use proximity and touch in managing defiant children (1.1.1) (1.1.2);**
- 6. and know how to use natural and logical consequences in managing defiant children (1.1.1) (1.1.2);**

**Enhancement of Student Learning**

- 1.1.1 Candidates read, discuss, and analyze current educational and content area research. Topics will include theories of curriculum development, psychological research and implications for best educational practices, as well as issues of diversity.**
- 1.1.2 Candidates discuss, practice and assess the appropriateness of instructional methods and strategies in relation to students' learning styles, backgrounds, and special needs.**
- 1.1.3 Candidates research, discuss, practice, and assess classroom management techniques and effective/safe teaching practices in relation to their own beliefs and values as well as students' learning styles, backgrounds, and special needs.**
- 1.1.4 Candidates demonstrate advanced computer skills and their application for enhancing student learning.**
- 1.1.5 Candidates enhance their mentoring and professional skills in order to improve relational and communicational competencies**

**Instruction Method/Mode of Delivery: Classes will include student readings and research, discussion questions and a final research project.**

**Student Requirements:**

- 1. Every week each student will answer both Discussion Board questions, and complete a research/case study paper. See weekly assignments for details concerning these assignments.**
- 2. Each week the student will write a research paper or case study. Details of these tasks will be found in the weekly assignments.**
- 3. Students will choose a topic from objectives 2 through 6 and complete an in depth research paper. The paper will be from 10 to 15 typed pages, double-spaced, in length with at least 15 references. An outline presentation will be due at midnight on Sunday of week four.**
- 4. Assessment Method: All work will be assessed and scored on a percentile (0 to 100) basis. Grades will be assigned on the following priorities: discussion questions (30%); weekly papers (30%); and final research paper (40%).**

**Grading Policy:**

<b>A</b>	<b>90-100%</b>
<b>B+</b>	<b>85-89%</b>
<b>B</b>	<b>80-84%</b>
<b>C+</b>	<b>75-79%</b>

<b>C</b>	<b>70-74%</b>
<b>D+</b>	<b>65-69</b>
<b>D</b>	<b>60-64%</b>
<b>F</b>	<b>below 60%</b>

**Attendance Policy:** Students are expected to complete work on the assigned schedule as listed on the course organization. Points will be deducted if the work is late.

#### **Incomplete Coursework:**

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an incomplete Grade Completion Contract, which requires the student and faculty signature.

The incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete-the end of the subsequent semester-this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of incomplete.

#### **Accommodation Statement:**

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance."

- 1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.**
- 2. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self identify, but can still receive services at any time once they self-disclose and document.**
- 3. Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.**

## **Academic Dishonesty:**

**Academic integrity is a basic principle that requires the student to take credit on for ideas and efforts that are his/her own. Cheating is defined as the submission of materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Cheating shall include, but is not limited to, situations in which a student:**

- 1. Refers during an academic evaluation to material sources not authorized by the faculty member.**
- 2. Utilizes devices during an academic evaluation that are not authorized by the faculty member.**
- 3. Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.**
- 4 Alters grade records of his/her own or another student work in a course or a component of a course.**