

California State University San Marcos
COLLEGE OF EDUCATION
Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

EDEX 636: Research and Best Practices Seminar
CRN 30214 Process Communication for Teachers:
Classroom Management So That No Child Gets Left Behind
(3 credit units)

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I. Course Description

This course is designed to teach educators, counselors, supervisors, and school support staff how to communicate with and motivate individuals so they can work more effectively with others. The concepts are applicable for teachers to use in the classroom to individualize instruction so that they reach and teach every student so that no child gets left behind. The model is particularly useful for those concerned with students who display at risk and disruptive behaviors and for all educators and support staff who work on teams with other staff members.

The internationally recognized, research based concepts of the Process Communication Model developed by Dr. Taibi Kahler, a clinical psychologist in Little Rock, Arkansas, will be the foundation of the instruction. Participants will learn various ways of communicating with and motivating others as well as strategies for dealing with people in distress. They will discuss how to individualize motivation and will develop and practice methods of interacting so as to reach all stakeholders.

II. Content and Performance Goals

At the completion of this course participants will be able to:

- 1 Articulate how effective communication impacts human relations, collegiality, and student success.
- 2 Apply knowledge about individual personality and learning styles to better understand the work preferences and needs of diverse students and group members.
 - A Identify six basic personality types
 - B Identify the learning styles of each of the six types
 - C Identify the motivational needs of each of the six types
 - D Identify the environmental preferences of each of the six types

- 3 Apply knowledge of the strengths and distress behaviors of students and colleagues to increase student academic achievement and student and teacher satisfaction.
 - A Identify the strengths of each of the six personality types
 - B Identify the distress sequences of the six personality types
 - C Identify symptoms of first degree distress of the six personality types
 - D Identify the failure mechanisms of the six personality types
- 4 Initiate and respond to the communication of students and teachers by effectively matching them in their particular preferred mode of communication
 - A Identify and be able to use the five channels of communication
 - B Identify and be able to shift to the other person's frame of reference and preferred channel of communication
- 5 Address specific individual motivational needs
 - A Identify eight motivational needs
 - B Understand the motivational needs of each of the six personality types
 - C Motivate each of the six personality types appropriately
- 6 Use strategies to help teachers work effectively with students and colleagues of diverse cultures and backgrounds
- 7 Use strategies to deal with conflict and challenging behaviors
 - A Identify causes of conflict between teachers and students, between student and student, between teachers and parents, and between colleagues
 - B Develop strategies to invite people out of distress
 - C Use these strategies to resolve conflict with each of the six personality types
- 8 Articulate the settings in which these skills may be applied

III. What I Need for Class

Kahler Process Teaching Model, Kahler, T., from Kahler Communications, Inc., 2000. Email joe@kahlercom.com for procedures for taking online precourse inventory.

Here's How to Reach Me: Matching Instruction to Personality Types in Your Classroom, Pauley, J., Bradley, D., Pauley, J., Paul H. Brookes Publishing Co. 2001.

Select Articles, Handouts, and Web Sites including:

"Funsters and Feelers: Students Thrive with Teaching That Suits Their Natures.", Jackson, M., and Pauley, J. Momentum, 1999

"The Process Communication Model: An Effective Tool to Motivate All Students". Bradley, D., and Smith, K. Classroom Leadership Online 3(1) 1-5. ASCD 1999.

"Motivating At Risk Students Using The Process Communication Model". Bradley, D., Pauley, J. and Smith, K. Monograph for Eighth Annual Comprehensive System of Personal Development (CSPD) Conference on Leadership and Change (CEC), May 2000

“The Contrasting Personalities of Middle School Students: Reaching Each One”. Bradley, D. and Jackson, M. Manuscript submitted to the Middle School Journal.

“The Process Communication Model: Understanding Ourselves and Others”. Gilbert, M. National Association of Secondary School Principals, 1996.

“Why Educators have problems with some students: Understanding frames of preference”. Gilbert, M. Journal of Educational Administration, Vol 37, No.3, 1999

National Dropout Prevention Network Newsletter, National Dropout Prevention Center, Clemson University, Winter 2003

- 1 “Learning Styles and Student Achievement”, Pauley, J. and Pauley, J.
- 2 “Why Don’t They Listen”, Gilbert, M.
- 3 “Improving Student Attitudes and Performance by Meeting Student Needs”, Pauley, J.
- 4 “Giving Young Men a Chance With the Leadership Academy”, Hopewell, S.
- 5 “Learning Styles Has Changed My Life”, Hatfield, E.
- 6 “Viewpoint”, Browning, D.

Supplemental reading and videos illustrating the concepts of Process Communication.

Student Intervention Plan form from “Here’s How to Reach Me: Matching Instruction to Personality Types in Your Classroom”, Pauley, J., Bradley, D., and Pauley, J. Paul H. Brookes Publishing Co. 2001.

Process Communications website: www.kahlercom.com

Post class consultation with the trainers via email (jfpauley1@earthlink.net)

IV. Professional and Administrative Requirements

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. “Person-first” language (e.g., “Student with Down Syndrome” rather than “Down Syndrome student;” “Johnny, who happens to have Down Syndrome”, rather than “My Down Syndrome student”) must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.

- Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
- Select a class "buddy" to ensure that you receive handouts and information when you must miss class.
Buddy:
Telephone: Fax:
E-mail: Address:

Activities and instructional methods for realizing objectives:

- | | | | |
|---------------------|--------------|----------------|-------------------|
| class discussions | group work | lectures | readings in texts |
| web site access | study guides | demonstrations | videos |
| written reflections | role plays | observations | simulations |

Evaluation of attainment of these knowledge bases and skills:

- | | | |
|-----------------------|---------------------|------------------------|
| attendance | punctuality | participation in class |
| study guide responses | assessment outcomes | role play performance |
| group presentation | SIP worksheets | |

V. Scholastic Requirements

Class Attendance and Participation (40 maximum points)

This course consists of 1, 6-hour day, 3, 9-hour days and 1, 8-hour day (plus breaks) class sessions. Attendance at and active participation in each of the **5 classes** is worth a maximum of **8 points per class/day**.

Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program's commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; d) fully participating and cooperating with classmates, instructors, and guests in accordance with agreed-upon class norms; and e) completing and sharing reflections. Participants who arrive late, depart early, engage in a "non-collaborative" behavior, or fail to have assignments/reflections prepared on time can expect to receive less than the maximum points for a class.

Completion of 4 SIPs (20 maximum points)

In "Here's How to Reach Me" page 153-159, the authors describe a Student Intervention Plan form and give examples showing how to complete one. Students will be expected to complete forms on four different students/individuals. In addition to completing the form, students will write a description of the strategies tried and the results. During the course, students will be given an example of descriptions previous educators have written. Each SIP is worth a maximum of **5 points**.

Completion of 4 Reflections

Participants will prepare three written reading reflections (**14 points**). These are Homework assignments 1, 4 & 9. The quality of this and all written work for this course will be judged according to at least the following criteria:

- a) use of respectful, professional, "person first" language (i.e., Jacque, who has Cerebral Palsy versus "the CP kid");
- b) correctness of spelling, punctuation, and grammatical usage of language;
- c) organization, comprehensiveness, and professional appearance of the product;
- d) evidence of higher order thinking (e.g., analysis, synthesis, application, evaluation); and
- e) connection with other readings, lectures, workshops, discussions, and experiences.

Description of Homework Assignments

- HW 1 Think about when you phased and write a one page reflection of what occurred and the circumstances in your life at the time. For those who have not phased write a one page reflection on how you have handled situations when you have been in distress and why you think you have gone through life without phasing. (3 points)
- HW 2 Prepare a story for the Perceptions Exercise - P. 9 (3 points)
- HW 3 Think of a person with whom you should use each channel. (1 point)
- HW 4 Write a reflection listing three things that each type student wants from their teachers in the classroom and three things they do not want. (5 points)
- HW 5 Make a list of five ways to get your base needs and five ways to get your phase needs met positively. (3 points)
- HW 6 Think of behaviors you have observed people do to get each need met negatively. (1 point)
- HW 7a Write a lesson plan using the lesson planning questions on page 144 in Here's How to Reach Me. (4 points)
- HW 7b Write an introduction to a lesson using the personality parts and perceptions of the six types. (3 points)
- HW 7c Write an introduction to a meeting addressing the needs of the six types. (3 points)
- HW 8a Write a one or two sentence interaction strategy for each of the personality types on your top two floors using the correct personality part, channel and perception. Use the information on the Interaction Strategy Card or the information on pages 79 and 80. (2 points)
- HW 8b Write a one or two sentence interaction strategy for each of the personality types on your top two floors using the correct psychological need for each type. (2 points)
- HW 9 Write two reflections, one for each of two articles on Process Communication explaining their application to the classroom. (3 points each)
- HW 10 Quality Processing Exercise I - P. 88 (4 points)
- HW 11 Complete 4 SIP's (5 points each)

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>Assignments Due</u>
July 13	The Individual First - How They Learn and How To Reach Them	Because of the amount of reading for this class, we suggest students read at least Chapters 1 – 4 in “Here’s How to Reach Me” (HHTRM) before the first class. You may also want to read some of the other articles listed before the first class meeting.	
July 14	Communicating With and Motivating Others	“Process Teaching” pp 4-21,27-44 “Here’s How to Reach Me” Chapters 1-8 ASCD Online article by Bradley & Smith CEC monograph by Bradley, Pauley & Smith	HW 1, 2 & 3
July 15	How People Interact; People in Distress	“Process Teaching” pp 22-26, 45-53 “Here’s How to Reach Me” Chapters 9 & 10 Manuscript for Middle School Journal by Bradley & Jackson NASSP article by Gilbert	HW 4, 5 & 6
July 16	Conflict Resolution - Dealing with People in Distress	“Process Teaching” pp 70-85 “Here’s How to Reach Me” Chapters 11 Jackson, Pauley article	HW 7a, b, or c (1 due today, the other 2 emailed by 15 August 2003) HW 8a & b
July 17	Work on Develop Strategies/ Activities/Intervention Plans and document their use	Bradley, Smith article Gilbert articles Bradley, Smith, Pauley article Dr. Kahler’s article on http://kahlercom.com	HW 9, 10 (1st SIP due today, the other 3 emailed by 15 August 2003)

Key to Personnel:

JAP = Judith Ann Pauley JFP= Joseph F. Pauley

EDEX 636 CRN 30214 Reflection Prompts

Writing Criteria

Three reading reflections are due on the dates indicated in the syllabus schedule.

The quality of reflections will be judged based upon at least the following criteria:

- use of respectful and professional “person first” language (i.e., “Rich who has Cerebral Palsy” versus “the CP child”);
- word processed with accuracy in spelling, punctuation, and grammar;
- organization, comprehensiveness, and professional appearance of the product
- connection with readings, class discussions, findings on the web, and;
- use of higher order thinking skills of application, analysis, synthesis, and evaluation.

GRADING SCALE (in percentages):

A 94-100	A- 92-93	B+ 89-91
B 86-88	B- 84-86	C+ 81-83

Criteria for Grading:

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic requirements of the course.

NOTE: The minimum acceptable grade for a course in the professional education sequence is C+, and a B average must be maintained.

EDEX 636 CRN 30214 TRACKING FORM

NAME: _____

I. Attendance, Punctuality & Participation - 40 possible points

Class #1 _____(8)
Class #2 _____(8)
Class #3 _____(8)
Class #4 _____(8)
Class #5 _____(8)

Sub-Total I. _____(40 maximum)

II. SIPs (Homework 11) – 20 possible points

SIP #1 _____(5)
SIP #2 _____(5)
SIP #3 _____(5)
SIP #4 _____(5)

Sub-Total II. _____(20 maximum)

III. Reading Reflections (Homework 1, 4, & 9) – 14 possible points

#1 _____(3) #2 _____(5) #3 _____(3) #4 _____(3)

Sub-Total III. _____(14 maximum)

IV. Other Homework Assignments – 26 possible points

HW 2 _____(3) HW 3 _____(1) HW 5 _____(3) HW 6 _____(1)
HW 7a _____(4) HW 7b _____(3) HW 7c _____(3)
HW 8a _____(2) HW 8b _____(2) HW 10 _____(4)

Sub-Total IV. _____(26 maximum)

GRAND TOTAL (100 POSSIBLE POINTS) = _____

Study Guide For Here's How To Reach Me: Matching Instruction to Personality Types In Your Classroom

For each chapter, questions have been developed for teachers to guide them through the concepts in those chapters. After teachers contemplate and answer these questions individually, the answers are best shared in a group of other educators in order to give and receive additional feedback and gain various perspectives on applying the information in their school settings.

Chapter 1

1. Identify the personality structure that is the most like your own (pp. 7,9,10) or depict your own personality structure. You may want to use the information in the appendix.
2. Identify the personality structure that is least like your own.
3. Attempt to determine if you have "phased." See if you can relate your phase change(s) to events in your life.

Chapters 2-7

1. Identify a student of each type. For each student:
 - a. Describe the student's personality.
 - b. Describe the student's reaction to learning in your class.
 - c. What are the strengths of each student?
 - d. What are the are the motivational needs of each student?
 - e. Name 5 interventions that you think would work with each student.

Chapter 8

1. Design a lesson or unit for your class that involves
 - a. At least 5 of the 8 intelligences
 - b. Auditory, visual and tactile/kinesthetic activities
 - c. Cooperative groups or cooperative peer interactions

Chapter 9

1. Select a student you are teaching or have taught in the past.
 - a. Identify the personality type of the student
 - b. Describe ways in which that student behaves when in distress
 - c. Develop 5 ways you could set up your classroom for this student to experience success

Chapter 10

1. Write a lesson introduction for something that you teach that gives a “battery charge” to each type.
2. Identify a student that you now teach or have taught in the past with whom you had difficulty.
 - a. Fill in a Student Intervention Plan for that student
 - b. Select 5 ways you could praise that student appropriate to his/her personality type

Chapter 11

1. Identify your top 3 “stressors” as a teacher.
2. Describe some negative behaviors that you engage in when you are distressed at work.
3. List 5 ways in which you can get your base needs met.
4. List 5 ways in which you can get your phase needs met (if different from base).
5. Why is it important for you as the teacher to get your own needs met?