

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 640A CRN 30172
Research and Best Practices Seminar
Beginning Process Communication:
Reaching All Students
(3 credit units)
Summer 2009

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Class Meeting times: July 27-31, 2009 (M-F), 8 AM – 4:30 PM
Location: Kellogg Library, Rm.1104

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 thereby improving student academic achievement and reducing student disruptive behaviors. The model is also useful for administrators 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 from Purdue University, 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

Process Communication for Educators (PEM), Kahler, T., Kahler Communications, Inc., 2000. Email judy@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. 2002.

Select Articles, Handouts, and Web Sites including:

"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

"An Examination of Listening Effectiveness of Educators: Performance and Preference". Gilbert, M. *The Professional Educator*, 27(1/2), 1 – 16; 2005. Online version: <http://theprofessionaleducator.com/> pp. 1- 18

"Meeting students needs: The key to dropout prevention". Bradley, D., Pauley, J., Pauley, J. The New Hampshire Journal of Education, September 2005

“Total Quality and Student Relationships”. Pauley, J and Pauley, J. QED News, Spring/summer 2006, Vol XI, No. 2

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

“A unique tool for closing the gap: Disparity in achievement”. Bradley, D.F. The Journal of the Alliance of Black School Educators, Vol. 6, No. 2, spring/summer, 2007

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.

“Establishing Relationships to Reduce Bullying and Increase Student Achievement”. Pauley, J. A. & Pauley, J. F. The Proceedings of the 2007 Safe Schools conference, Hamilton Fish, George Washington University, 2007

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. 2002.

Process Communications website: www.kahlercom.com

Post class consultation with the trainers via email: judy@kahlercom.com

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. Email all assignments to judy@kahlercom.com and also provide a hard copy each day to instructors.
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.

5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class “buddy” to ensure that you receive handouts and information when you must miss class.

Buddy:

Telephone:

Email:

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	class participation	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 five eight and one half-hour days (plus breaks) class sessions. Attendance at and active participation in each of the **5 classes** is worth a maximum of **1 point per class hour**.

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 3 SIPs (15 maximum points)

In “Here’s How to Reach Me” page 153-159, the authors describe a Student Intervention Plan (SIP) form and give examples showing how to complete one. Students will be expected to complete forms on three different students/individuals. In addition to completing the form, students will write a reflection about the person. Each SIP is worth a maximum of **5 points**.

Completion of 4 Reflections

Participants will prepare four written reading reflections, homework 1, 4, 9a & 9b (**13 points**). 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., Jerry, 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 2a Prepare a story for the Perceptions Exercise – PEM pg 9 **(3 points)**
- HW2b Listen to how people say what they say. Describe instances where you have heard each of the six perceptions used in the last day. If it would be appropriate for you to participate in the conversation, shift to their perception when doing so. Describe what happens in each case. **(2 points)**
- HW 3a Describe a person with whom you should use channels 2 – 5, a different person for each channel. Write a short description of the person’s characteristics/behaviors that led you to select that channel. **(2 points)**
- HW 3b Describe instances where you used each of channels 2 – 5 in the past several days. Explain what happened. **(2 points)**
- 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. **(4 points)**
- HW 5 Make a list of five ways to get your base needs and five ways to get your phase needs met positively. **(2 points)**
- HW 6 List the 8 motivational needs. For each of the eight categories, think of and list at least two behaviors you have observed people do to get each need met negatively. **(3 points)**
- HW 7a Write a lesson plan using the lesson planning questions on page 144 in “Here’s How to Reach Me” as a guide. **(4 points)**
- HW 7b Write an introduction to a lesson using the personality parts, channels and perceptions of the six types. Include something to “hook” each type. Identify in parenthesis each personality type. You will act this out in class. **(2 points)**
- HW 7c Write an introduction to a meeting addressing the needs of the six types. Include something to “hook” each type. Identify in parenthesis each personality type. You will act this out in class. **(2 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 PEM 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 you choose on the Process Communication Model® explaining their application to the classroom. **(3 points each)**
- HW 10 Quality Processing Exercise I – PEM pg. 88. Provide several examples for each area. (Please word process this assignment using the template provided. **(6 points)**)
- HW 11 Complete 3 SIPs with written reflection of strategies tried and the results. **(5 points each)**

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance

requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

All University Writing Requirement

Every course at the university must have a writing requirement of at least 2500 words. This will be met through written assignments for this course.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

GRADING SCALE (in percentages):

A 93-100	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 77-79
C 73-76	C- 70-72	D 60-69			

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.

<u>Class Date</u>	<u>Topics</u>	<u>Readings Due Today</u>	<u>Assignments Due</u>
July 27 Monday	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 28 Tuesday	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 (be prepared to discuss all articles in class)	HW 1, 2a, 2b, 3a
July 29 Wednesday	How People Interact: People in Distress	“Process Teaching” pp 22-26, 45-53 “Here’s How to Reach Me” Chapters 9 & 10 The Professional Educator article by Gilbert, A Unique Tool article by Bradley	HW 3a, 3b, 4, 5 & 6
July 30 Thursday	Conflict Resolution - Dealing with People in Distress	“Process Teaching” pp 70-85 “Here’s How to Reach Me” Chapters 11 Bradley, Pauley, Pauley NH Jour. Ed. article Establishing Relationships to Reduce Bullying Article by Pauley & Pauley Winter 2003 Dropout Prevention Newsletter	HW 7c (HW 7a emailed by 7 August 2009) HW 8a & b, HW11a (HW 11b,c emailed by 7 August 2009)
July 31 Friday	Work on Developing Strategies/ Activities/ Intervention Plans and document their use		HW 7b, 9, 10

EDEX 640A 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 11a, b, c) – 15 possible points

SIP #1 (5) due fourth class day
SIP #2 (5) due no later than August 7, 2009 via email
SIP #3 (5) due no later than August 7, 2009 or on contract date

Sub-Total II. (15 maximum)

III. Reading Reflections (Homework 1, 4, & 9) – 13 possible points

HW1 (3) HW4 (4) HW9a (3) HW9b (3)

Sub-Total III. (13 maximum)

IV. Other Homework Assignments – 27 possible points

HW 2a (3) HW 2b (2) HW 3a (2) HW 3b (2) HW 5 (2)

HW 6 (3) HW 7a (4) HW 7b (2) HW 7c (2)

HW 8a (2) HW 8b (2) HW 10 (6)

Sub-Total IV. (32 maximum)

GRAND TOTAL (100 POSSIBLE POINTS) =