

Education Department, Summer 2020

EDU 272: Positive Behavior Supports for Students with Special Needs - ONLINE

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Estimate Response Time: within 24-48 hours (email, phone, and/or messages sent via Canvas)

Zoom Office Hours: After zoom sessions and by appointment (email instructor)

Synchronous Zoom Dates: (Saturdays) May 30, June 13 & 27, July 18, August 1 & 15

Synchronous Zoom Session Times: 9:00 AM-11:00 AM on each Saturday listed above

Location: N/A- This is an online course.

Required Text

Zirpoli, Thomas J., McDaniel College (2016). *Behavior Management: Positive Applications for Teachers*, (7th Edition). Pearson Education, Inc.

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| Loose-Leaf Version | ISBN 10: 0-13-391813-0 ISBN 13: 978-0-13-391813-7 |
| E-Text | ISBN 10: 0-13-400085-4 ISBN 13: 978-0-13-400085-5 |
| Package (LLV + E) | ISBN 10: 0-13-391790-8 ISBN 13: 978-0-13-391790-1 |

Recommended Readings

Cipani, Ennio (2018). *Functional Behavioral Assessment, Diagnosis, and Treatment: A Complete System for Education and Mental Health Settings* (3rd Edition). New York, NY: Springer Publishing Company, LLC.

Colvin, G. & Scott, T.M. (2015). *Managing the Cycle of Acting-Out Behavior in the Classroom* (2nd Edition). Thousand Oaks, CA: Corwin.

Kaiser, B. & Rasminsky, J.S. (2009). *Challenging Behavior in Elementary and Middle School*, (1st Edition). Upper Saddle River, N.J.: Pearson. ISBN-13: 978-0-205-46099-1.

McIntosh, K. & Goodman, S.D. (2016). *Integrated Multi-Tiered Systems of Support: Blending RTI and PBIS*. New York, NY: The Guilford Press.

Sailor, W., Dunlap, G., Sugai, G., Horner, R. (Eds.) (2009). *Handbook of Positive Behavior Support*. New York, NY: Springer Science + Business Media, LLC.

Course Description

Candidates learn to apply implicit and explicit structures that create a positive classroom environment and constructive learning experiences for students requiring specific behavioral supports. The topics examined include the administration of legal and ethical processes and proactive interventions of social justice to address the construct of behavioral, emotional, and social functions for the individual and the community. This course is required for the ED and ASD Authorizations.

Course Objectives

- Knowledge of disordered behavior; etiologies, community and classroom interventions
- Knowledge of theoretical approaches to the study of serious emotional and behavioral problems including biophysical, psychodynamic, behavioral, and environmental/ecological approaches
- Ability to create a positive learning environment that supports appropriate behavior through a variety of non-aversive procedures, corrective feedback, and development of personal responsibility
- Ability to complete a functional assessment of behavior and plan appropriate supports
- Ability to design, implement and evaluate behavior support plans that enable students to function effectively in academic, community and social environments.
- Ability to identify and teach specific social skills according to individual student needs
- Ability to identify and teach appropriate organizational and study strategies
- Ability to identify indicators of a potential crisis situation and develop a plan to diffuse the situation and provide needed support
- Knowledge of the effects of prescription and non-prescription drugs on academic and social emotional/behavior.
- Ability to collaborate with other professionals and community agencies in designing and implementing intervention programs for students with serious emotional and behavioral problems.
- Knowledge of resources and procedures for transitioning students with serious emotional and behavioral problems from restrictive environments to less restrictive settings.

Alignment to California Commission on Teacher Credentialing Teaching Performance Expectations (TPEs) and Program Design Standards

TPE 1: Engaging & Supporting All Students in Learning

Universal

- 1.1 Apply Knowledge of students, including their prior experiences, interests, social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- 1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Support (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- 1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating & Maintaining Effective Environments for Student Learning

Universal

- 2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- 2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- 2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

- 2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- 2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Mild to Moderate Support Needs

- 2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- 2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of support that may be needed to address these behavior issues.
- 2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services, and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- 2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
- 2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral, and emotional needs.

TPE 3: Understanding & Organizing Subject Matter for Student Learning

Universal

- 3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
- 3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- 3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- 3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

Mild to Moderate Support Needs

- 3.1 Adapt, modify, accommodate, and differentiate the instruction of students with identified disabilities in order to develop appropriate goals and accommodations and facilitate access to the Least Restrictive Environment (LRE).
- 3.2 Demonstrate knowledge of disabilities and their effects on learning, skills, development, social-emotional development, mental health, behavior, and how to access and use related services and additional supports to organize and support effective instruction.

TPE 4: Planning Instruction & Designing Learning Experiences for All Students

Universal

- 4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- 4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
- 4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- 4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- 4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Mild to Moderate Support Needs

- 4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
- 4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.
- 4.6 Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessional, general education teachers, parents, students, and community agencies for instructional planning and planning for successful student transitions.

TPE 5: Assessing Student Learning

Universal

- 5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- 5.2 Collect and analyze data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- 5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Mild to Moderate Support Needs

- 5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory, and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
- 5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- 5.4 Demonstrate knowledge of requirements for appropriate assessments and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

- 5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

TPE 6: Developing as a Professional Educator

Universal

- 6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- 6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- 6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- 6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- 6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- 6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

Mild to Moderate Support Needs

- 6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
- 6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
- 6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.

Program Design Standard 12: Behavioral, Social, & Environmental Supports for Learning

The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

Mild/Moderate Disabilities (M/M) Specialty Standard 4: Positive Behavior Support

The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The program prepares candidates to participate effectively in school wide behavior support processes.

Moderate/Severe Disabilities (M/S) Specialty Standard 6: Positive Behavioral Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support

plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. Each candidate is able to participate effectively in school wide behavior support processes.

University and Education Department Policies and Procedures

Candidate Dispositions: The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) Students who do not meet expectations will receive a Notice of Concern as part of the Department's formative feedback assessment process.

Academic Integrity: Students are expected to adhere to the MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review

Quality of Work: The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality written assignments and projects. In this class one or more student learning outcomes will be assessed via written assignments. All projects/papers will be graded for spelling and grammar in addition to content, must be written in a professional manner, and conform to the American Psychological Association (APA) format. **Candidates' assignments turned in with writing errors, including typos, may require revision and/or may incur point reductions, as determined by the instructor.** All assignments are to be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and submitted on Canvas. Use 12-point Times New Roman or Arial font, double-spacing, and one-inch margins.

Attendance/Missed Sessions/Absences: Each class day includes up to two hours of synchronous Zoom session(s). day is divided into three sessions. **For this 3-unit course, absences in excess of a cumulative four hours and 40 minutes can result in the student's automatic administrative withdrawal from the course.** It is imperative that students maintain communication with the instructor in these rare cases. **Instructor written approval (email) is required for all absences and make up work; in some cases, prior written approval is required.** **Students who miss 30 minutes or more of one synchronous Zoom session *may* be excused, as determined by the instructor, when the following criteria are met:**

1. Notification/communication regarding absence is sent via email to the instructor. **Students are expected to initiate all communication regarding absences and any applicable make up work.**
2. Communication with at least one classmate is completed and the classmate(s) is/are identified via email to the instructor. The communication includes discussion of all materials, activities, and information presented during the portion of session(s) missed.
3. **Make-up Assignment: In order to make up participation points and remain in good academic standing in the course, the following requirements must be met whenever 30 minutes or more of one class session are missed:**
 - a. Compose a paper that includes: 1) a synopsis of the readings required for the session(s) missed, and 2) a synopsis of the additional notes/discussion, and activities shared by your fellow student(s).
 - i. The instructor may pose clarifying questions and/or points for discussion, which must also be addressed in writing (email).
 - ii. Should a student miss more than a cumulative four hours and 40 minutes, an additional 5-page paper assignment is required, in order to remain in the course.

Failure to meet these attendance and make up requirements may result in an informal academic notice, a formal academic notice, and/or course point reductions, as determined by the instructor. This policy is in accordance with University policy as stated in the MSMU Catalog. **All absences must be reported via email. For those absences that are not emergencies, email the instructor as soon as possible, at least 24 hours prior to the start of the class session during which you will be absent.**

Incomplete (INC) Grade Policy: Students must apply for an incomplete grade at least one week prior to final grade submission with instructor approval and guidance. The INC application form must be approved by the Department Chair. Applying for an incomplete grade is not a solution to poor attendance and must be filed no later than 1 week prior to finals. Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted **only** if the student:

- Has completed the majority of assignments;
- On the basis of the work completed, has a passing grade in the class (C or better); (This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment(s) or do not complete it/them, their final grade might be a D.)
- Is prevented from completing the final assignment for serious medical/personal reasons;
- Can complete the work within one semester

Tardiness: Tardiness is defined as arrival to a Zoom session 15 minutes or more after the start time. Please notify the instructor, via email, at least 24 hours in advance for any planned tardiness. **Students who are tardy are responsible for obtaining any missed course materials and/or information.**

- Up to 15 minutes late: Students are responsible to obtain materials and information from their peers and/or the instructor.
- 15-29 minutes late: In addition to the above requirement, a short make-up assignment may be assigned by the instructor, based on the content that was missed.

Refer to the requirement for missed sessions/absences, above, for tardiness of 30 minutes or more.

Course Credit Hours: A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

E-Learning Management System (Canvas): Weekly access to Canvas for course materials, information, assignment submission, and communication is required. Be certain to establish this access immediately and refer to it on a regular basis, as due dates and requirements may change. **Students are responsible for all course content and communication posted on and/or sent via Canvas. Course announcements and new or revised postings will be published on Canvas by 12:00 PM (noon) on Tuesdays and Thursdays.**

Assessment of Student Learning Outcomes: Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student learning outcomes that represent the knowledge, skills, and attitudes expected of a student in our credentialing and masters programs. In this class, one or more student learning outcomes will be assessed. Some class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, the Department, and/or throughout the University.

Professional and Academic Resource Center (PARC): PARC associates can support your academic and professional growth by providing tutoring, workshops, and resources to support and improve students' writing, research, and other skills.

- Phone: (213) 477-2898

- Email: PARC@msmu.edu
- URL:
<https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC>

Students with Disabilities: Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.

MSMU Office Information: Please call Catalina Hurtado, the Education Department Administrative Assistant, to make an advisement appointment: (213) 477-2620. The fax number for the Education Department is (213) 477-2629.

Academic Freedom: Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion – and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

Technology Policy: Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

Course Expectations

Preparation: Evidence of preparedness is essential for this course. Students are expected to complete all assigned readings and/or learning activities on time, in order to be ready and able to discuss and apply the information therein.

Participation: Active engagement in, and completion of, all learning activities is crucial to student learning and success. Students are expected to participate in discussions and other assigned learning activities with full attention and engagement. During class sessions, electronic devices may be used for educational purposes only (with the exception of emergencies).

Midterm Deficiency: After the midterm (July 6), students with any missing or poor assignments and/or students who are earning lower than a "B" average in the course, will receive an automatically generated formal midterm deficiency notice via WebAdvisor.

Policy on Late Work: Assignments are due on/at the dates/times specified in the syllabus, unless otherwise specified by the instructor in writing. **Late assignments will be accepted ONLY with the instructor's prior written permission (via email, at least 24 hours prior to the due date/time). As part of the written permission for late work, the instructor will assigned a revised due date for approved late work. At the discretion of the instructor, late work may receive a point reduction of up to 10% of possible points.** (e.g., The total earned points for an assignment worth 15 possible points may be reduced by 1.5 points; an earned score of 13 points would be reduced to 11.5 points.)

Email and Communication: Use of MSMU an email account is required for this course. **Email sent from addresses other than msmu.edu and/or Canvas messages will not be accepted without prior written approval (email) from the instructor.**

Course information, announcements, and updates are posted on Canvas and/or emailed by 12:00 PM (noon), on Tuesdays and Thursdays. Students are expected to check and, when applicable,

respond to email and Canvas communication (e.g., announcements, grades, messages) **at least twice each week, particularly by 9:00 AM on Wednesdays and Fridays.**

The instructor checks and responds to email and Canvas communication **at least three times weekly, including: 9:00 AM on Mondays, Wednesdays, and Fridays.**

Peer Support: Exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support. Find a friend who will read and edit your assignments with you before preparing and submitting a final draft.

Course Requirements

Preparation & Participation: 72 Points

Attendance, preparedness, and participation are essential for this course. Achievement of the course objectives is contingent upon the on-time completion of assignments and activities. Students should be prepared to identify, discuss, respond to, and apply the critical issues and information that are presented in each of the assigned readings and learning activities. Students are expected to be active participants during the **synchronous Zoom sessions** and the **asynchronous learning activities**.

12 points per session are earned for preparation and participation, including the on-time completion of online learning activities. **Three points can be earned for each synchronous Zoom session.** The remaining **nine points can be earned by completing the assigned asynchronous learning activities (Asynchronous Activities) that correspond to each session.**

Quizzes: 80 Points

Five timed quizzes will be posted on Canvas. These quizzes provide practice opportunities to build comprehension and fluency of the course material, and to prepare students for the midterm and final. Any previously presented and/or discussed information/concept may be included in the quizzes. Quiz content reflects cumulative course content. Quizzes are progressively worth more points for each session (i.e., 12, 14, 16, 18, 20). **A passing score (80% or higher) must be achieved to earn points for the quiz. Quizzes may be taken repeatedly, until a passing score (80%) is achieved. When at least 80% accuracy is achieved on a quiz, full points are earned for that quiz.**

Case Studies: 68 points

Four "Case Study" assignments (17 points each), require short answer/essay responses. Each case study is approximately 2 pages in length (APA style). The case studies are evaluated on the accuracy, relevance, and application of course information and concepts that relate to the particular dynamics of each case. *Further details regarding the case studies will be provided by the instructor. See Canvas for rubric.*

Midterm: 52 points

The midterm format is short answer/essay. Students choose from multiple prompts, to respond to a total of four prompts. The midterm assesses students' understanding, performance, and progress through **Session 3**.

Signature Assignment: 68 points

This is a comprehensive assignment that brings together important concepts and information from the course, in the form of practical application. A plan for a multi-tiered system of support is created to address student needs, based on a real or fictitious school, class, and individual student profile. Examples of course topics, including Positive Behavior Support, prevention strategies, teaching, consequence-based interventions, Tier I, Tier II, Tier III, assessment, and data collection and analysis, must be evidenced. *Further details regarding the signature assignment will be provided by the instructor. See Canvas for rubric.*

Final Examination: 60 points

The final examination is included as part of Session 6. The exam consists of multiple choice, fill in, and short answer responses. The final exam items probe students' attainment of the fundamental objectives of the course and related practices. *Further details regarding the final will be provided by the instructor.*

| Requirement | Points Possible | Points Earned | Grading Scale (Round to nearest whole percentage) | |
|-----------------------------|-----------------|---------------|--|---------|
| Preparation & Participation | 72 | | A | 94-100% |
| Quizzes | 80 | | A- | 90-93% |
| Case Studies | 68 | | B+ | 87-89% |
| Midterm | 52 | | B | 84-86% |
| Signature Assignment | 68 | | B- | 80-83% |
| Final | 60 | | C+ | 77-79% |
| Total | 400 | | C | 74-76% |
| | | | C- | 70-73% |
| | | | D | 65%-69% |
| | | | F | <65% |

| TENTATIVE COURSE SCHEDULE (Subject to change) | | |
|---|--|---|
| DATE | TOPICS | ASSIGNMENTS – DUE DATE/TIME |
| May 30 Session 1 Synchronous Zoom 9-11 AM | History & Foundational Concepts <ul style="list-style-type: none"> • Behavior and Learning • Applied Behavior Analysis • Discipline vs. Behavior Support • Special Education • Legal Considerations • Tiered Model, MTSS • A-B-C model | 1. Reading (Zirpoli) - DUE 5/30 by 9:00 AM Chapter 1: Basic Concepts of Behavior and Behavior Management; *Read only pg. 3-15 (through <i>Punishment</i>) & pg. 18-25 (start at <i>Basic Assumptions About Behavior</i>). Chapter 2: Legal Considerations for Schools 2. Asynchronous Activities - DUE 6/6 by 11:00 AM 3. Quiz #1 - DUE 6/6 by 4:30 PM 4. Case Study #1 - DUE 6/13 by 9:00 AM |
| June 13 Session 2 Synchronous Zoom 9-11 AM | Understanding Our Students <ul style="list-style-type: none"> • Diversity & Cultural Responsiveness • Early Childhood • Adolescence • Asset Building • The Escalation Cycle | 1. Reading (Zirpoli) - DUE 6/13 by 9:00 AM Chapter 3: Diversity in the Classroom Chapter 4: Issues in Early Childhood Behavior Chapter 5: Issues in Adolescent Behavior 2. Asynchronous Activities - DUE 6/20 by 11:00 AM 3. Quiz #2 - DUE 6/20 by 4:30 PM 4. Case Study #2 - DUE 6/27 by 9:00 AM |
| June 27 Session 3 Synchronous Zoom 9-11 AM | Positive Behavior Support <ul style="list-style-type: none"> • Tier I • PBIS/SWPBIS • Prevention/Antecedent Strategies • Problem Solving Teams • Social Skills, Violence Prevention • Restorative Justice • Instructional Strategies | 1. Reading (Zirpoli) – DUE 6/27 by 9:00 AM Chapter 10: Positive Behavioral Supports: Reinforcement Strat. Chapter 12: Schoolwide Strategies for Positive Behavior Supp. 2. Asynchronous Activities - DUE 7/6 by 11:00 AM 3. Quiz #3 - DUE 7/6 by 4:30 PM 4. Midterm – DUE 7/11 by 11:00 AM 5. Case Study #3 - DUE 7/18 by 9:00 AM |
| July 18 Session 4 Synchronous Zoom 9-11 AM | Measuring & Assessing Behavior <ul style="list-style-type: none"> • Data Collection & Visual Display • Functional Behavior Assessment & Functional Analysis • Curriculum-Based Assessment • Ratings Scales and Screening • Single-Subject Designs (Chapter 7) | 1. Reading (Zirpoli) – DUE 7/18 by 9:00 AM Chapter 6: Data Collection Techniques Chapter 8: Formal Behavior Assessment Chapter 9: Functional and Curriculum-Based Assessment 2. Asynchronous Activities - DUE 7/25 by 11:00 AM 3. Quiz #4 - DUE 7/25 by 4:30 PM 4. Case Study #4 - DUE 8/1 by 9:00 AM |
| August 1 Session 5 Synchronous Zoom 9-11 AM | Behavior Change Strategies <ul style="list-style-type: none"> • Tier II, Tier III • Behavior and Instruction/Teaching • Prompts & Cues • Shaping and Chaining • Reinforcement Strategies • Antecedent Strategies • Consequence Strategies, Safety • Functional Communication Training | 1. Reading (Zirpoli) – DUE 8/1 by 9:00 AM Chapter 1: Basic Concepts of Behavior and Behavior Management; *Read only pg. 15-18 (<i>Prompts and Cues</i> through <i>Physical Prompts</i>) Chapter 13: Individual Strategies for Positive Behavior Supports Chapter 14: Strategies for Specific Behavior Challenges 2. Asynchronous Activities - DUE 8/8 by 11:00 AM 3. Quiz #5 - DUE 8/8 by 4:30 PM |
| August 15 Session 6 Synchronous Zoom 9-11 AM | Behavior Change Strategies, Goals & Plans <ul style="list-style-type: none"> • Self-Monitoring • Generalization and Maintenance • IEPs, PLPs, Goals • Behavior Intervention Plans | 1. Asynchronous Activities – DUE 8/15 by 9:00 AM 2. Signature Assignment – DUE 8/15 by 9:00 AM 3. Final – DUE 8/15 by 4:30 PM |