Module 5 Walk Through

Module 5

DUE DATE:
Completion of check-in meeting, discussion post and paper is all due by Saturday August 8th at 11:59pm

In our last class, I spoke to the idea that you will be able to delve into this topic of behavior much more in-depth with Professor Bernard. That being said, I do have some points I want you to take away from this. A major component of this module will be to support you in a portion of your EBP project.

FIRST Watch The following Youtube clip based on a Pixar short called Loop. If you have access to Disney+ you can also watch this short film. It's 11 minutes long. The youtube clip will be enough to ground you. If you want to view the short, contact me and I will arrange a short watch party. Then respond to the discussion post entitled Module 5 Discussion Post 1.

Pixar gives an autistic lead character a powerful voice
(https://www.youtube.com/watch?v=JrO639IX8Uc)

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THEN

Read:
ASD Theory to Practice: Chapters 4 & 5
ASD in the Inclusive Classroom: Chapters 4 & 10

View Select Videos from OCALI Resources on Challenging Behavior (use following link)
https://www.ocali.org/project/challenging_behavior_video_series
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View the following videos from this link. There is accompanying PowerPoint/notes to view as well.
- Understanding and Addressing Challenging Behaviors: Expect Success (Intro to the Series) 10:39
- Understanding and Addressing Challenging Behaviors: Part 1 (What is behavior) 11:56
- Understanding and Addressing Challenging Behaviors: Part 2 (Underlying Issues) 22:43
- Understanding and Addressing Challenging Behaviors: Part 3 (Defining the behavior) 9:10
- Understanding and Addressing Challenging Behaviors: Part 4 (Data) 12:47
- Understanding and Addressing Challenging Behaviors: Part 5 (Antecedents & Consequences) 19:22
- Understanding and Addressing Challenging Behaviors: Part 6 (Student Strengths, Preferences & Interests) 6:18

- Understanding and Addressing Challenging Behaviors: Part 7 (Function) 7:32
- Understanding and Addressing Challenging Behaviors: Part 8 (Missing skills) 4:47
- Understanding and Addressing Challenging Behaviors: Part 9 (Replacement & Related skills) 13:18

Complete the following in the form of a paper to submit on canvas:

This is an individual assignment. You can problem-solve with your peer the write-up, but you still complete this on your own. It is not uncommon for students in this class to disagree on what EBP to use. This assignment will give you an opportunity to really think about your project.

Using the project student you and a classmate have for the EBP Project I want you to review your project student’s behavioral issue. Using the content from the reading and accompanying videos you will submit a paper, using APA format (as outlined in the syllabus). In your paper, I want you to briefly discuss your project student’s issue and/or define the behavior. Discuss how you are recommending to address it (e.g. what EBP/EBPs are you recommending to using) and your write up must support the reason. I will be looking for key components within the reading and/or videos to support your recommendation including any research provided in the AFIRM module that would support the recommendation. If you and your peer have added information (augmented student info) to your student profile that is fine, just make sure to include that information in your write up.

While this is a relatively short write up, with APA requirements and double spacing, and ensuring you have supported your argument, I would consider a complete response to be a minimum of 2 pages and no more than 3.

Take the time to really focus on the reading and videos to assist with the assignment. It will make the EBP Project a little easier to complete and a more thorough presentation.

Attendance (10 points) and Participation (5 points) Breakdown for Module 5 will be comprised of the following:

1.5 points for the short check-in meeting with instructor to review progress on EBP project

3.5 points for the completion of the Discussion post
10 points for the completion of the paper and in on time.