Course description:

Welcome to Advanced Positive Behavior Supports! This course provides an in-depth study of current, evidence-based principles and practices for “managing” student behaviors with an emphasis on education and prevention through effective classroom management and positive behavioral supports. While we will begin our study with school and classroom systems [universal supports], the majority of the course will be spent on methods to address challenging behaviors exhibited by a minority of students, through functional behavioral analyses, teaching replacement behaviors, and designing and implementing systematic, individualized behavioral supports. A 30-hour fieldwork experience is required.

Required texts:


Recommended texts:


Additional readings will be assigned and provided by the instructor.

Course format: This course will be taught in a blended format, with roughly 75% in face-face sessions, and 25% in online activities. The face-face sessions will include lecture, discussion, videos, and both small and large group activities, while the online sessions will include multi-media presentations and interactive activities; there is also an individually assigned 30-hour fieldwork component in a local school/classroom.
Course objectives [aligned with CEC’s educator preparation standards] … by the end of this class, you will be able to:

1. Describe past and current perspectives on how challenging behaviors are conceptualized, and outline the historical antecedents of positive behavioral supports.

2. Explain the components of effective school-wide and classroom positive behavior support models.

3. Design a comprehensive classroom-wide behavior management plan.

4. Understand the legal mandates of the IDEA Improvement Act of 2004 related to student conduct and behavioral supports.

5. Identify, understand and utilize a variety of formal and informal assessment tools to understand behavioral challenges, and to design, implement and evaluate interventions.


7. Understand the role of applied behavioral analysis (ABA) in developing positive behavioral supports, define associated terms, and incorporate this technology into individualized behavior support plans when appropriate.

8. Appreciate the importance of working with a collaborative, multidisciplinary team in the identification and treatment of problem behaviors.

9. Develop quality individualized, solution-focused positive behavior support plans: conduct a functional assessment, design respectful interventions based on assessment data, implement the plan and document student performance, evaluate and revise the plan, as needed.

10. Extend and elaborate on behavioral support concepts at the classroom, school, and community levels; also identify local and regional resources for PBIS.

11. Identify and evaluate empirical evidence for behavioral interventions and supports.

Course Guidelines

Accommodations

If you have a documented disability and would benefit from accommodations in this class to facilitate your participation and learning, I will gladly work both with you and staff at Disability Services for Students (DSS) to make these accommodations. Please contact the instructor as soon as possible to make a plan for these accommodations. Every effort will be made to keep sensitive information confidential.

Person-first language

When referring to persons with disabilities, it is most respectful to use “person-first language”. That means that we emphasize the person before the disability. For example, we would say, “a child with autism” not “an autistic child”, or she “uses a wheelchair”, not she is “wheelchair-bound”. Please practice using person-first language in class and in your writing! If you have questions or need to review the criteria for using respectful, person-first language, see p. 69 of the Publication Manual of the American Psychological Association (5th ed.) (APA, 2001).
Conduct code

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana Student Conduct Code. An unabridged copy of this code is available at: http:///www.umt.edu/studentaffairs/policy/code.htm. You must do your own work on quizzes, and all written work submitted for a grade must be original or properly cited. You must be especially careful with any information copied or remembered from another source (e.g., the internet); even when you are paraphrasing ideas, the source must be cited. If you have any questions, please consult with Dr. Alwell prior to turning in your work.

Note: This course includes a fieldwork component; be especially careful to preserve confidentiality in your work with and about students and other individuals in these sites.

Class attendance and participation

In general, students are expected to attend each class session. You should have completed assignments prior to the class session (including all assigned reading). Because both your careful preparation for class, and your active participation in class is critical for your learning and for the learning of others, unexcused absences will result in the lowering of your grade. Ten (10) points will be deducted from your final grade for each unexcused absence. Five unexcused absences will result in automatic failure of the course. You are required to notify the instructor if you must miss a class. Whether or not your absence is considered “excused” is up to the discretion of the instructor. You may miss one class without penalty- with the exception of finals week. You are still responsible for course content during your absence.

A note on participation: Your active attention during presentations and participation in small and large group discussions and activities is both expected and greatly appreciated! Please silence your cell phones/Blackberries during class (if you must make or receive a call, please leave the classroom). Also refrain from reading any other materials during class. Feel free to bring a drink or snack to consume during class time, but do be sensitive to those around you and be responsible for keeping the classroom clean and free of trash.

Assignment due dates

All assignments are to be received by the instructor on or before the due date. Acceptance and grading is at the instructor’s discretion for late submission of any assignment.

Assignment format

Unless completed in the context of a class session/activity or otherwise specified, all written work must be: typed, double-spaced, use person-first language, use APA style guidelines (6th ed.), be fully referenced, and be clearly and concisely written.

CLASS ASSIGNMENTS

1. Complete all readings and corresponding quizzes [3 @ 20 pts. ea. for total of 60 pts. possible]. Quizzes will also cover material presented or discussed in class.

2. Class attendance and participation [100 points possible]. Please bring your books to class each face-face meeting.
3. **Online learning units** [75 pts]. Three class sessions will be fully online. Each unit will have unique response requirements, worth 25 points. These will be previewed during the face-face session preceding the unit, and due at or before the beginning of the subsequent face-face session.

4. **Practice application assignment- changing your behavior** [50 pts.] You will conduct a practice functional assessment of a problem behavior (you may choose a peer, family member, or yourself), and develop an individualized behavioral support plan; collect data, and analyze and adjust the plan or program based on the selected person’s performance. You will also present this plan in class.

5. **Participation in mock-person-centered planning meeting** focused on behavioral support for an individual student. **Students taking the course for graduate credit will be responsible for taking the lead on this meeting.** [25 pts.]

6. **Review of empirical studies** [40 pts]. Students taking the course for **graduate credit** will identify and review a minimum of 3 current studies (within the last 10 years) evaluating the efficacy of some aspect of behavioral support with individuals with disabilities, and present one of these studies to the class.

**FIELDWORK PROJECTS**

1. **Time log and feedback (required for course credit).** You are responsible for recording the time you begin and end your fieldwork – each time you are at your site- as well as the total number of minutes/hours for each session. You must record this as you do it, but you do not need to turn in the log until the end of the semester. In order to get credit for the fieldwork, you will also need to have the cooperating teacher fill out a fieldwork evaluation form (which will be provided). You need to earn a score of at least “basic” on all items.

2. **Map of class traffic.** [15 pts] On a blank sheet of paper, draw the classroom and salient classroom features (e.g., desks, windows, doors, whiteboards, presentation areas, and traffic patterns). After you have made this drawing, observe typical use of these spaces during class time and transitions, and note where problem behaviors seem to occur. Include **written reflection** how the physical environment might be influencing student behavior and what changes you’d make if money wasn’t an issue and this was your classroom.

3. **Video recording and analysis of your teaching.** [25pts] You will record 10 minutes or so of yourself teaching/ implementing instruction and/or your behavior plan and edit this to 3 minutes, and send to Dr. Alwell for viewing. This will be accompanied by your written reflection on what you did well, and what you could have improved.

4. **Individualized behavioral support plan.** [100 pts]

   Following the guidelines in Janney and Snell (2008), you will select a student and behavior needing change/support and develop a comprehensive individualized behavior support plan, roughly following this format (more detailed information will be provided in class):

   **Steps and Tools to Develop Positive Behavioral Supports** (see p. 139)

   **Step 1:** Identify and prioritize the problem(s); make a safety plan (if needed).
   - **Worksheet:** Define the problem and make decisions about priorities.

   **Step 2:** Plan and conduct the functional behavioral assessment (FBA)
   
   **Step 2A:** Gather descriptive information
   - **Worksheet:** Student history and quality of life profile
   - Student schedule analysis
Step 2B: Conduct direct observations
- Interval recording or scatter plot form
- A-B-C Observation form

Step 2C: Summarize FBA and build hypothesis
- Worksheet: Summary of FBA and hypothesis statement(s)

Step 2D: (if necessary) Verify/revise hypothesis

Step 3: Design a Positive Behavior Support Plan
- Worksheet: Positive Behavior Support Plan

Step 4: Implement, monitor, and evaluate the PBS plan
- Worksheet: Decisions recorded on Team Meeting Agenda and Minutes form
- Implementation of plan with ongoing data collection and analysis. Implement your plan and take data on the results. Graduate students must have at citations for the intervention(s) selected. Make sure to summarize (graph) your data and use the data to make any needed changes in the plan. Keep a record of all the changes you made and why you made them; reflect on the student’s progress with the plan and suggest other needed revisions. Also include a critical reflection on what you learned through the assignments and what you might do differently if you had the opportunity.

Summary of point value of course assignments:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings and quizzes</td>
<td>60</td>
</tr>
<tr>
<td>Class attendance and participation</td>
<td>100</td>
</tr>
<tr>
<td>Responses to online learning units</td>
<td>75</td>
</tr>
<tr>
<td>Practice application (behavior change) assignment</td>
<td>50</td>
</tr>
<tr>
<td>Participation in mock person-centered planning meeting</td>
<td>25</td>
</tr>
<tr>
<td>Review of empirical evidence- Graduate Students Only</td>
<td>40</td>
</tr>
</tbody>
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FIELDWORK
- Class map and reflection                          | 15     |
- Video recording and analysis of teaching           | 25     |
- Individual student behavior change plan            | 100    |
- Final presentation of behavior change plan         | 25     |
- Field log & evaluation (required)                   |        |

**Total points possible**

- Undergraduate students: 310 + 165 = 475
- Graduate students: 350 + 165 = 515

Grading*:

A = 94 - 100  B = 83 - 86  C = 73 - 76  D = 63 - 66
A- = 90 - 93  B- = 80 - 82  C- = 70 - 72  D- = 60.0 - 62
B+ = 87 - 89  C+ = 77 - 79  D = 67 - 69  F = 0 – 59.9

*Percentage will be determined by dividing total points earned by total possible and multiplying by 100; grades round from the tenth position using standard practices of 0 – 4 rounds down and 5 – 9 rounds up with the exception of “F”. Students taking this course for special education certification must receive a B or better.