



Kremen School
of Education and
Human Development

SPED 125 POSITIVE BEHAVIORAL AND SOCIAL SUPPORTS

FRESNO STATE

DEPARTMENT OF LITERACY, EARLY, BILINGUAL AND SPECIAL EDUCATION

LEADERSHIP FOR DIVERSE COMMUNITIES

Course Title:	SPED 125 - Positive Behavioral and Social Supports
Credit	3 units
Semester/SPRING 2020	Room: ED 390 Thursdays 4:00-6:50 p.m.
Instructor	Dr. Dana Powell
Office/Phone	ED 390 Office/278-0288 Cell/ 559-304-7636
Office Hours	Thursdays 2:30 – 3:30 p.m. or By Appointment
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Canvas for Students: http://fresnostate.edu/academics/canvas/students/index.html	Contact the Academic Technology Resource Center at 278-7373 or email canvas@mail.fresnostate.edu for assistance

Vision: *Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity.*

The faculty of the Kremen School of Education and Human Development fosters the development of the following candidate dispositions: Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration, and Lifelong Learning. Candidates will increasingly reflect these dispositions in their work with students, families, and communities.

Course Description: This course, *Positive Behavioral and Social Supports*, is designed for students to become knowledgeable of principles of behavior and best practices of effective classroom management and individualized behavioral intervention strategies. Emphasis will be placed on understanding the communicative function of challenging behaviors and how to best use this information to design effective preventative and management interventions for use in the classroom. Relevant federal and state legislation and ethical considerations will be discussed. Course skills will be applied in field experience activities.

Requirements:

Requires admission to the Education Specialist Credential program and successful completion of EHD 50, SPED 120, and SPED 130. It is recommended that candidates have successfully completed Phase One in the Education Specialist Credential program, as this course is a required course in Phase 2. Exceptions to this must be pre-approved by the instructor in order to continue enrollment in the course.

This is a Web-Enhanced/Hybrid class that will meet face-to-face during regularly scheduled class times, with up to half of class time replaced with online instruction.

Canvas and other technology will be used to deliver class materials. Coursework will include varied instructional strategies (i.e., lecture, small/large group activity, discussion, topic investigation, collaborative activities, role-play, etc.) as well as an emphasis on diversity and multicultural influences as they relate to identifying and programming for students with disabilities.

Recommended Reading

The BIP Desk Reference Manual: A teacher and Behavior Support Team's Guide to Developing and Evaluating Behavior Intervention Plans for Behaviors that Interfere with teaching, and/or the Learning of Student and/or Peers **can be found on Canvas.**

Required Instructional Materials:

Required readings, as assigned, will be made available on Canvas or will be accessible through the library's electronic journal list.

A Series of 8 Modules: Functional Behavioral Assessment; Analyzing Data/ Designing Behavior Intervention Plans, Implementation & Progress Monitoring created by the NYC Department of Education by Carol Dawson Ed.D., Director of Behavior Support Angela McBride M.S.Ed., Director of Evaluation and Eligibility Division of Specialized Instruction and Student Support. **Modules will be made available on Canvas.**

Readings: Access via Canvas and the Library

Anderson, C. M., & Borgmeier, C. (2010). Tier II Interventions within the Framework of SWPBS: Essential Features for Design, Implementation, and Maintenance. *Behavior Analysis in Practice* 3(1), 33-45.

Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A., Sailor, W., Anderson, J., Albin, R., Koegel, L.K., & Fox, L. (2002). *Journal of Positive Behavior Interventions*, 4(1), 4-16. Copyright (2002) by PRO-ED, Inc. Adapted with permission.

Conroy, M. A., Sutherland, K. S., Snyder, A. L. & Marsch, S. (2008). Classwide interventions: Effective instruction makes a difference. *TEACHING Exceptional Children*, 40(6), 24-30.

- Fox, L. & Clarke, S. (2006). Aggression? Using Positive Behavior Support to Address Challenging Behavior. *Young Exceptional Children Monograph Series*, 8, 42-56.
- Maag, J. W., & Katsiyannis, A. (2012). Bullying and students with disabilities: Legal and practice considerations. *Behavioral Disorders*, 37(2), 78-86.
- Macias-Smith, N. (2012). Developing and supporting teachers' ability to prevent & reduce restraint and seclusion. Retrieved from https://www.disabilityrightsohio.org/assets/documents/teachers_prevent_seclusion_restraint.pdf?pdf=teachers_prevent_restraint
- Mayer, G. R., & Ybarra, W. J. (2003). Teaching alternative behaviors schoolwide: A resource guide to prevent discipline problems. Downey: LACOE, Safe Schools Division.
- Moses, K. (1987). The impact of childhood disability: The parents struggle. *Ways Magazine*, 1-6.
- National Disability Rights Network. (2012, March). School is not supposed to hurt. Retrieved from http://www.ndrn.org/images/Documents/Resources/Publications/Reports/School_is_Not_Supposed_to_Hurt_3_v7.pdf
- Osborne, A. G. (2001). Discipline of special education students under the individuals with disabilities education act, *Education Law and Policy*, 29(2), 1-28.
- Ryan, J. B., & Katsiyannis, A. (2009). The importance of teacher involvement in medication therapy, *TEACHING Exceptional Children Plus*, 6(2), 1-12.
- Sayeski, K. & Brown, M. (2011). Developing a classroom management plan using a tiered approach. *TEACHING Exceptional Children*, 44(1), 8-17.
- Shippen, M. E., Simpson, R. G., & Crites, S. A. (2003). A Practical Guide to Functional Behavioral Assessment. *TEACHING Exceptional Children*, 35(5), 36-44.
- Staples, K. E. (2000). Guidelines for successful parent involvement: Working with parents of students with disabilities. *TEACHING Exceptional Children*, 42(6), 58-63.
- Strain, P. S., & Hemmeter, M. L. (1997, November). Keys to being successful when confronted with challenging behaviors. *Young Exceptional Children* 1(1), 2-8.

Web-Based Resources

- California Special Education Law Wiki: <http://www.californiaspeciallaw.com/wik>
- Collaborative for Academic, Social, and Emotional Learning (CASEL) <http://www.casel.org/>
- Center on the Social and Emotional Development for Early Learning (CSEFEL) <http://csefel.vanderbilt.edu/resources/strategies.html>
- Disability Scoop: <https://www.disabilityscoop.com>
- Intervention Central: <http://www.interventioncentral.org/>
- PENT Positive Environments Network of Trainers California Department of Education <http://www.pent.ca.gov/>
- The IRIS Center: <https://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- The Kansas Institute for Positive Behavior Supports: www.kipbs.org
- The PBIS World Book: www.pbisworld.com/the-pbis-world-book

- Contains links to hundreds of interventions, supports, resources, and data collection tools, all of which are organized into a tier 1 through 3 frameworks.
- The National Technical Assistance Center on Positive Behavior Interventions and Supports <http://www.pbis.org>
- What Works Clearinghouse: <http://ies.ed.gov/ncee/wwc/>
- Wrights Law: <http://www.wrightslaw.com/info/discipl.index.htm>

Primary Learning Outcomes:

By the end of the semester students will:

1. *Demonstrate* an understanding of the three-tiered model of positive behavior support and the three levels of intervention: primary, secondary and tertiary strategies; (MS 4, MMS 3, 4)
2. *Develop* an effective classroom management plan to promote a positive, effective and efficient learning environment. (MMS 3, 4, MS 4, TPE 11)
3. *Apply* behavior expectations and standards that support a safe, positive learning environment in the classroom. (MMS 4, MS 4)
4. *Conduct* a functional assessment of behavior using observation, interview, and functional analysis to pinpoint and target the purpose of challenging behaviors.
5. *Identify* teaching materials, strategies, and programs used in meeting social/affective needs of exceptional and culturally diverse individuals (PS 4, 11, MMS 2, 3, TPE 7)
6. *Design and implement* a comprehensive positive behavior support plan to address challenging behavior, using single subject design to collect, record, graph, and evaluate intervention effectiveness.
7. *Discuss* the legal, ethical, social and cultural factors related to student learning and managing challenging behaviors. (PS 3, 11, 12, TPE 5, 7 & 8)
8. *Interpret* applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors; (PS 2, TPE 12)
9. *Demonstrate* an awareness of elements affecting collaborative relationships between teachers and families, particularly cultural factors, and the potential impact of family and environmental factors on student behavior.
10. *Identify* methods for keeping parents and caregivers informed about their student's work and behavior at school. (PS 4, 11, TPE 8, 11)
11. *Demonstrate* effective collaborative skills in planning interventions for instructional and behavioral support partnerships with parents/families. (PS 4, MMS 3, TPE 11)
12. *Demonstrate* an awareness of characteristic social/affective needs, of individuals with exceptionalities, that influence their behavior at school (PS 4, 11, MMS 1, 3)

Course Policies

Classroom Environment

1. Respectful and people-first language is expected at all times.
2. Keep audible communication devices (cell phones, iPods, tablets, and other portable media players) turned off during class unless used in a lesson.
3. Use of laptops, computers, and/or PDAs is permitted only for note-taking, in-class assignments, or candidate presentations. No other use is acceptable.
4. Obtain advanced permission from the instructor for visitors.

Email and Internet Access

This course requires the use of your university email account and regular access to Canvas, Google Classroom, and Google Drive. Be sure to log in frequently to follow course content and due dates.

Attendance

The Special Education Faculty place great importance on attendance and participation, as these are professional expectations. A meta-analysis of the relationship between class attendance in college and college grades reveals that attendance has strong relationships with both class grades and GPA. These relationships make class attendance a better predictor of college grades than any other known predictor of academic performance, including scores on standardized admissions tests such as the SAT, high school GPA, study habits, and study skills (Crede, M., Roch, S. G. & Kieszczynka, U. M. (2010) in *Review of Education Research*. ***More than 2 absences (excused or unexcused), early departures and/or tardies may result in a lower grade.**

Assignments

1. Each candidate is responsible for **completing ALL assignments** for this course.
 - a. Candidates who do not complete **all** major course assignments **will not** receive a passing grade in the course.
2. Assigned readings must be completed **prior to each class session** to actively participate in discussions, activities, and presentations.
3. **All assignments must be completed independently/individually, except where otherwise indicated.**
4. All assignments must follow the format/instructions provided in the syllabus.
 - a. It is the candidate's responsibility to obtain and follow all format/instructions exactly and to seek clarification if needed.
 - b. Most assignments have a rubric (evaluation) available. It is the candidate's responsibility to obtain the rubric, read it thoroughly, and follow the rubric when completing assignments.
5. **All assignments will be submitted on Canvas** (see Submit Assignments tab on the left column) and follow the guidelines listed below:
 - a. Word-process, using 1" margins, 12-point font, and 1.5 to 2 spaces between lines.

- b. Use transition sentences, phrases, and words between ideas and paragraphs, when appropriate (e.g., in written assignments that are in narrative format).
- c. Label with headings within each assignment to identify each section of the paper. Refer to the “Areas to be Evaluated” in each rubric to determine the headings.
- d. Check and correct spelling, organization, syntax, structure, grammar, and mechanics. Proofread and spell-check your assignments prior to submission.
- e. Follow APA guidelines for in-text citations and references.
- f. **UPLOAD documents to submit assignments.** DO NOT copy/paste assignments into the comments section.
- g. **DO NOT EMAIL ASSIGNMENTS** unless you receive explicit instructions from the instructor to do so.

6. Written major course assignments will be completed using proper APA format.

- a. Proper APA format is determined using the APA Manual and applies to written work, tables, figures, etc. See [OWL website](#) if you don't have a copy of the APA Manual.
- b. All written major course assignments must include the following:
 - i. Title page
 - ii. Page numbers
 - iii. Proper headings
 - iv. Proper use of citations of tables, figures, etc.
 - v. In-text citations
 - vi. References page
- c. Note: Reading check assignments only need in-text citations.

7. Assignment Timelines/Due Dates:

- a. **Assigned reading check assignments are due the day of class (i.e., Thursdays) by 4:00 p.m. Online assignments (when replacing face-to-face class) are due on the day of class by 11:59 p.m. Due dates and times for each are noted in the course schedule. It is the candidate's responsibility to submit all assignments on time to be eligible to receive full credit/points.**
- b. **Any assignment submitted late (after the beginning of the session in which it is due and until one week after the due date) will receive a 20%-point deduction. Assignments will not be accepted after two weeks past the due date.**
- c. **Confidentiality. The privacy and identity of children and their families should be protected in all written materials. Therefore, when writing about a child, the recommended language is, “For the purpose of this paper, I will refer to the observed student as _____ (hypothetical first name).”**

- 8. Early Assignment Feedback:** You are welcome to email assignments ahead of the due date for feedback. By ahead of the due date, I mean at least a week ahead.

Grading

- 1. The total points received on each assignment are recorded in the grade roster.

2. Grades are calculated by percentage (the total points received divided by the total points possible).

- 90 – 100% = A
- 80 – 89% = B
- 70 – 79% = C
- 60 – 69% = D
- 0 – 59% = F

IN-CLASS PARTICIPATION (90 points):

During each face-to-face class period, there will be in-class activities to review readings and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. In-class activities will be given in various formats (e.g., individual, small group, whole group; quizzes, quick-writes, cooperative learning activities, discussions, etc.). Participation in in-class activities is worth 10 points each. No make ups on in-class activities unless previously arranged with the instructor. Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity*

About Participation:

*Active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. This is especially true in a course that stresses application of material. Extensive participation in class discussions and activities is an essential element of your learning. As such, being prepared to participate in discussions is a course requirement. This entails having **read, annotated, and thought** about the complete assignment carefully before class starts. More broadly speaking: Ask questions. Be curious. You are more than welcome to have a different interpretation of a text than a classmate or me; just be sure to share your perspective in a productive and supportive manner. Each student will be assigned to a Team (group of 3 to 4 students). Both professor and students share the responsibility for the learning that occurs in the classroom. This sharing of responsibility is demonstrated by mutual preparation, use of a variety of activities and/or techniques to address course content.*

COURSE INTRODUCTORY LETTER (5 points)

Each candidate will be asked to take an introductory letter explaining the requirements of the course to master teacher or administrator (if an intern), have it signed and upload to Canvas.

CLASSROOM OBSERVATION AND ASSESSMENT (10 points)

Each candidate will be asked to complete a Classroom Observation & Assessment tool designed to help teachers who desire to make improvements in their management skills begin the process of self-assessment and action planning. The 10 practices that appear in the tool are drawn from evidenced based classroom management strategies. (See Marzano, R. J. (2003). *Classroom management that works*. Alexandria VA: ASCD.) Interns will use the tool to self-reflect on their management practices and develop an action plan for improvement. Non-interns will use the tool to observe their master teacher

and make recommendations for improvement. Non-interns **will not** share results with their master teacher. This is simply an exercise in observing and identifying management practices, both those that are working and those that need improvement. Dispositions Addressed: *Reflection, Critical Thinking, Valuing Diversity*.

READING CHECK/ONLINE ASSIGNMENTS (6 @ 15 points each = 90 points): When class does not meet face-to-face, an online assignment is due to reflect upon and apply course content and resources. These activities will cover assigned readings, online modules, online activities, and handouts. Reading check/online assignments will be given in various formats and will involve some form of choice in how the assignment is completed. **Online assignments (when replacing face-to-face class) are due on the day of class by 11:59 p.m., while assigned, reading check assignments are due the day of class (i.e., Thursdays) by 4:00 p.m. Due dates and times for each are noted in the course schedule.** It is highly suggested to complete these assignments on time, as the content will be applied to major course assignments and/or discussed in face-to-face class sessions. Reading check and online assignments are subject to the policy on late assignment submissions. View Reading Check/Online Assignment Description and Examples

here: https://docs.google.com/document/d/1Rh5CTUeRUhUu8GDXRi5SRrNCiiejkh_MmfhcNPBzdq0/edit

Candidate Dispositions Addressed: *Reflection, Critical Thinking, Professional Ethics, Collaboration, Valuing Diversity*.

MAJOR ASSIGNMENTS (Full assignment descriptions and rubrics will be on Canvas)

1. **Classroom Management Plan (50 points):** Each candidate will design a classroom management plan for his or her classroom and specific student population. Plan includes the development of rules and expectations; relationship building with students, colleagues and family members; strategies for increasing student engagement and for providing quality instruction; appropriate responses to minor misbehavior; interventions for students with challenging behaviors; and finally, a crisis management plan to respond to behavioral and medical emergencies. Candidate Dispositions Addressed: *Reflection, Critical Thinking*.
2. **Completion of Functional Behavioral Assessment (FBA) Modules (80 points, Individual):** Teacher candidates will complete activities designed to provide content and practice in conducting an FBA and writing a Behavior Intervention Plan (BIP). Module activities are completed by the date listed on the syllabus. **In-depth requirements for each part of this assignment will be discussed in class and posted on Canvas/Google drive.**
 - a. Some activities will be completed prior to class or online and some will be completed in class. (LS Standard 8; Candidate Dispositions: *Reflection, Critical Thinking, Valuing Diversity, Professional Ethics, Lifelong Learning*)

- b. **Note: TA Center on PBIS Module Activities, when completed in-class, may be made up in the event of an excused absence.** These will need to be submitted to the instructor **within one (1) week of the absence.**

3. **Functional Behavioral Assessment and Behavior Intervention Plan (Individual) (110 points):** Candidates will be guided through training units, IRIS Modules, in class lectures and activities to complete an FBA and BIP for one student identified as having challenging behaviors. **In-depth requirements for each part of this assignment will be discussed in class and posted on Canvas/Google drive.** Steps to complete an FBA and BIP are listed below. Candidate Dispositions Addressed: *Reflection, Professional Ethics, Collaboration, Lifelong Learning*

Part 1: Conduct FBA

- Step 1: Define the Target Behavior in Observable and Measurable Terms
- Step 2: Complete Indirect Assessments (Teacher and Student Interviews)
- Step 3: Complete Direct Assessments (A-B-C Analysis)
- Step 4: Complete Summary of Behavior and Hypothesis Statement
- Step 5: Complete Competing Pathways Summary

Part 2: Write Behavior Intervention Plan

- Step 6: Identify and Write Replacement Behavior Goal
- Step 7: Identify Teaching Strategies Related to Replacement Goal
- Step 8: Identify Reinforcement Procedures and Reactive Strategies
- Step 9: Describe Communication Tasks

Part 3: Implementation of Intervention

- Step 10: Collect Baseline Data for FERB
- Step 11: Implement Intervention
- Step 12: Graph Baseline and Intervention Data
- Step 13: Summarize Results, Make Recommendations
- Step 14: **In-Class Group Reflection** of the process. Mandatory attendance required.

Assignment Schedule and Grading:

Due Date	Learning Outcomes	Assignment/Activity	Points
Dates listed on course outline	1-12	In-Class Participation	90
Dates listed on course outline	1-12	Online Assignments/Reading Checks	90
2/6		Course Introductory Letter	5
2/27	1-12	Classroom Observation/Assessment	10

Dates listed on course outline	1, 3-12	Completion of FBA Modules (Some online and some in-class)	80
3/12	1,2,3,7,10	Classroom Management Plan	50
4/30 (full assignment)	1, 3-12	Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Parts will be scaffolded throughout the semester	110
			Total: 435
			A = 392-435 B = 348-391 C = 305-347 D = 261-304 F= below 261

University Policies: University Policies are available for review:

http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism

range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services or the University Bookstore (<http://www.kennelbookstore.com>). In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

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responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet

(<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SPED 125 COURSE OUTLINE

NOTE: This syllabus and schedule are subject to change

Session	Topics	Required Readings	Assignments Due
Week 1 1/23 In-Class	Introductions Review Syllabus and Course Assignments Overview of course resources	Readings: *SPED 125 Course Syllabus Download syllabus and resources from Canvas	In-Class Activity Sign in to Google Classroom Class code: u910h8
Week 2 1/30 In-Class	Review components of Classroom Management Plan assignment Introduce Positive Behavioral Interventions & Supports <ul style="list-style-type: none"> • Tier 1 Interventions 	Required readings/resources in weekly folders on Canvas	Reading Check/Online Assignment #1 due by 4:00 p.m.
Week 3 2/6 Online	Overview Tier 2 & 3 Interventions (Encouraging Expected Behaviors & Discouraging Inappropriate Behaviors)	Required readings/resources in weekly folders on Canvas	Reading Check/Online Assignment #2 due by 11:59 p.m. Upload Course Introductory Letter

Week 4 2/13 In-Class	Culturally Responsive Classroom Management <ul style="list-style-type: none"> • Building Relationships w/Colleagues, Parents, and Students • Disproportionality in School Discipline 	Required readings/resources in weekly folders on Canvas	Reading Check/Online Assignment #3 due by 4:00 p.m.
Week 5 2/20 Online	Addressing Disruptive and Noncompliant Behaviors	Required readings/resources in weekly folders on Canvas	Reading Check/Online Assignment #4 due by 11:59 p.m.
Week 6 2/27 In-Class	Introduce FBA/BIP Assignment Defining and Understanding Behavior	Required readings/resources in weekly folders on Canvas Be prepared to define your targeted student's behavior in observable and measurable terms	FBA Module 1 & 2 Activities due by 4 pm Upload Classroom Observation Assessment
Week 7 3/5 Online	FBA/Data Collection <ul style="list-style-type: none"> • Indirect Measures • Direct Measures 	Required readings/resources in weekly folders on Canvas	FBA Module 3 Activity and Module 4 Activity due by 11:59 p.m. <i>FBA Tasks: Complete Part 1: Step 1 on FBA/BIP Summary Template</i>
Week 8 3/12 In-Class	FBA/Data Collection <ul style="list-style-type: none"> • Indirect Measures • Direct Measures FBA/Hypothesis Verification	Required readings/resources in weekly folders on Canvas	Classroom Management Plan due by 4:00 p.m. FBA Module 5 Activity will be completed in class

	Choosing Data Collection Tools and Completing the Summary & Hypothesis Statement		
Week 9 3/19 Online	FBA/Data Collection	Required readings/resources in weekly folders on Canvas	Reading Check/Online Assignment #5 due by 11:59 p.m. Assignment will require you to submit <ul style="list-style-type: none"> • ABC Analysis • Teacher and Student Interview forms <i>FBA Tasks: Complete Part 1: Step 2 and fill in on FBA/BIP template</i>
Week 10 3/26 In-Class	FBA/Pathway Charting & Intervention Planning	Required readings/resources in weekly folders on Canvas	FBA Module 7, & 8 Activities will be completed in class <i>FBA Tasks: Complete Part 1: Steps 3, 4 & 5 and fill in on FBA/BIP template</i>
Week 11 4/2 In-Class	FBA/Intervention Planning <ul style="list-style-type: none"> • Collaborative intervention planning • Begin Writing Behavior Intervention Plan 	Required readings/resources in weekly folders on Canvas	FBA Module 6 Activity will be completed in class. <i>FBA Tasks: Complete Part 2: Steps 6, 7, 8 and 9 and fill in on FBA/BIP template</i>
Week 12 4/9	SPRING BREAK	SPRING BREAK	SPRING BREAK
Week 13 4/16 In-Class	BIP Implementation & Evaluation	Jigsaw Activity Presentations	Implement and Evaluate Intervention

			<i>FBA Tasks: Complete Part 2: Steps 10, 11, 12 and fill in on FBA/BIP Template</i>
Week 14 4/23 Online	<p>SPED Laws and Guidelines</p> <ul style="list-style-type: none"> ● Restraint & Seclusion ● Suspension & Expulsion ● Manifestation Determination ● Medication and Students with Disabilities <p>Social Emotional Learning and Skills</p> <ul style="list-style-type: none"> ● Bullying and Students with Disabilities 	Required readings/resources in weekly folders on Canvas	<p>Reading Check/Online Assignment #6 due by 11:59 p.m.</p> <p>Begin implementing and collecting data on BIP</p> <p><i>FBA Task: Complete Step 13 and fill in on FBA/BIP Template</i></p>
Week 15 4/30 In-Class	FBA/BIP Implementation, Progress Monitoring, and Reflection		<p>FBA/BIP due by 4:00 p.m.</p> <p>FBA/BIP In-Class Group Reflection/Activity</p> <p>Attendance is mandatory. Only excused absences per university policy will be accepted.</p>
Week 17 5/7	CONSULTATION DAYS—NO CLASS		