SJSU SAN JOSÉ STATE UNIVERSITY

Connie L Lurie College of Education · Special Education

Positive Behavior Support Section 01

EDSE 279

Fall 2023   3 Unit(s)   08/21/2023 to 12/06/2023   Modified 08/21/2023

👤 Contact Information

Course and Contact Information

Instructor:	Hyun-Sook Park, Ph.D.
Office Location:	Sweeney Hall 237
Telephone:	(408) 924-3692
Email:	hyunsook.park@sjsu.edu
Office Hours:	Tuesday 2:30 pm- 3:30 pm & by Appt.
Class Days/Time:	Tuesday 4:00-6:45 p.m.
Classroom:	SH 211
Prerequisites:	Department or instructor consent

🖥 Course Description and Requisites

Examination and application of various approaches and strategies for promoting positive social, emotional, and academic learning experiences for students with and without disabilities. Effective class-wide and individual strategies for students, including the assessment of behaviors, design of formal and informal positive behavior support plans, and the implementation and evaluation of such plans.

Prerequisite(s): Department consent.

Letter Graded

✳ Classroom Protocols

📋 Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes
- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

Link to Education Specialist TPEs (pps 13 – 42) (https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

◎ Course Goals

Course Goals

This course is intended to assist students to meet the competencies specified in the CCTC Teacher Performance Expectations (TPEs) related to supporting positive behavior and classroom management as specified for the following credentials:

Universal (U): 1.1 (P), 2.1 (P), 2.3(A), 2.6 (I,P), 6.2(P)

Mild Moderate (MM): 1.7(A), 2.5(P), 2.1(I), 2.6(A), 2.7(I,P), 4.3(A)

Extensive Support Needs (ESN): 1.4(P/A), 2.8(P), 2.9(P), 2.13(P), and 4.1(P/A)

Early Childhood Special Education (ECSE): 1.6(P), 4.7(P)

Additionally, this course addresses the following program learning outcomes (PLOs):

PLO #1: Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.

PLO #4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Design learning environments that promote positive social-emotional and academic learning experiences for **All** students in both general and special education, including English Learners and Students in diverse socio-economic environments.
2. Conduct a Functional Behavioral Assessment for a student who demonstrates challenging behaviors in a classroom.
3. Develop a Positive Behavioral Intervention Support Plan collaboratively with an educational team.

4. Demonstrate knowledge about strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
5. Demonstrate knowledge about various models and strategies for classroom management in general; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
6. Plan strategies for addressing social emotional needs of students and for building social relationship among students.
7. Demonstrate knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors.
8. Identify the components and legal guidelines for the use of emergency procedures for students who demonstrate dangerous behavior.

📊 Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Design learning environments that promote positive social-emotional and academic learning experiences for <u>All</u> students in both general and special education, including English Learners and Students in diverse socio-economic environments.
2. Conduct a Functional Behavioral Assessment for a student who demonstrates challenging behaviors in a classroom.
3. Develop a Positive Behavioral Intervention Support Plan collaboratively with an educational team.
4. Demonstrate knowledge about strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
5. Demonstrate knowledge about various models and strategies for classroom management in general; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
6. Plan strategies for addressing social emotional needs of students and for building social relationship among students.
7. Demonstrate knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors.
8. Identify the components and legal guidelines for the use of emergency procedures for students who demonstrate dangerous behavior.

📘 Course Materials

Required Texts/Readings

Textbook: No textbook is required.

 All required reading materials are provided on Canvas as well as in other designated online sources (i.e., IRIS Modules). Please refer to the Course Schedule at the end of this syllabus for specific reading requirements.

📋 Course Requirements and Assignments

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of 45 hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

This course is **a hybrid class that consists of In-Person classes and Asynchronous Online self-directed modules/assignments.** When attending each In-Person class, please bring handouts and reading materials posted on Canvas OR have them accessible on the

computer. If you are absent, make arrangements to get notes from your peer. **You will not be able to make up any in-class activities that you miss.** All assignments **must be typed, double-spaced unless otherwise specified (e.g., data sheets), turned in on time, and be free of spelling or grammatical errors.**

1. **Use of Canvas/Connecting with Peers** (10 pts.; 3 % of grade). U 2.6, MM 1.7, EX 1.4; CLO1.

You are required to do this assignment in order to get familiar with Canvas and to get connected with your peers as this class is intended to model how to implement Social Emotional Learning (SEL) as part of the course goals. For Login information and other guidelines, please refer to Canvass Access on page 2 of this syllabus.

*Post one paragraph of your self-introduction (with an optional photo) on Canvas *Discussions* and respond to at least one peer by 8/29, **Tuesday, 4:00 p.m.**

2. **Class Participations (In-person & Zoom)** (80 points, 20% of grade) MM 1.7, 2.1, 2.5, 2.6, 4.3, & 6.2; EX 1.4,
   2.8, 2.9, 2.13 & 4.1; ECSE 1.6 & 4.7; PLO 1&,4; CLO 2,3,5, & 7.

Regular and active participation is important to the structure of this class. This class models teaching practices that promote Social Emotional Learning (SEL), utilizing collaborative (cooperative) learning groups ("Tribes").   You will be invited to collaborate with your Tribe members in-class activities and to take responsibilities seriously as a Tribe member. In each In-person class, I will utilize a FLIP instruction in which I will structure the majority of the class time for clarifying/highlighting important concepts and engaging in individual/Tribe activities that will allow us to dig deeper into the content covered in the readings and online modules. Therefore, **you are required to complete readings and preview PPT slides before coming to each class (In-person).** You will be asked to participate in a variety of activities. Your participation in these activities will be graded, with the expectation that you are fully engaged and professional. The number of in-class activities and points per class will vary. There will be no make-up for this requirement. In addition, you will be asked to participate in indiuvial and whole class activities as well as bring homework assignments occasionally (e.g., case studies, etc.). **You are responsible for all readings and materials presented in the course, even when absent and excused by the professor.**

- **Download and bring hard** copies of the class handouts that will be posted on Canvas. Or have them accessible on a computer if you bring your laptop. PPTs and other course-related handouts will be available in advance on Canvas, in *Modules on* EDSE 279 home page.

Grading Rubric for Class Participation

Criterion	Quality			
Interaction/participation in class discussions and activities	Always a willing and active participant: responds frequently to questions; routinely volunteer points of view; always actively participate in group activities; Always act appropriately during all role plays and discussions. (40 pts.)	Often a willing participant: respond occasionally to questions; occasionally volunteer points of view; often actively participate in group activities; Often act appropriately during role plays and discussions. (20 pts.)	Rarely a willing participant: rarely respond to questions; rarely volunteer points of view; rarely participate in group activities actively; rarely act appropriately during role plays and discussions. (10 pts.)	Never a willing participant: never respond to questions; never volunteer point of view; never participate in group activities actively; never act appropriately during role plays and discussions. (9-0)

| Demonstration of professional attitude and demeanor | Always prepared (reading/homework/assignment); Always arrive on time; always demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Always use a cell phone and a computer for the purpose of the class only. (40 pts.) | Often prepared (reading/homework/ Assignments); Often arrive on time; Often demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Most of the times, use a cell phone and a computer for the purpose of the class. (20pts.) | Rarely prepared (reading/homework/assignments); Rarely arrive on time; Rarely demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Rarely uses a cell phone and a computer for the purpose of the class. (10 pts.) | Never prepared (reading/ Homework/ Assignments); Never arrive on time; Never demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Never use a cell phone and a computer for the purpose of the class but uses them for activities not related to the class always. (9-0) |

–

Important Note: Please restrict your use of a computer to making notes on the course only. Reading of emails and other non-task-related computer activities during the class are not allowed and will result in the loss of FIVE participation points in each class.

3. <u>Online Modules/Assignments</u> (Total 180 points, 45% of grade) 1, U2.3, U2.6, & U6.2; MM 1.7, & 4.3; EX 1.4 & 4.1; ECSE 4.7; PLO 1 & 4; CLO 1,4, 5, 6, 7, & 8. There will be five Asynchronous online assignments in the weeks that are specified in the Course Schedule on pages 11-13. The topics, assignments, and due dates are specified below. Specific guidelines for each assignment are provided on Canvas, on both Module and Assignment Tabs.					

Week	Online #	Topic	Due Dates	Points
8/29-9/03	Online #1	Social Emotional Learning (SEL); Cultural Considerations; Three Cs.	9/3, Sunday Midnight	40

10/10-10/15	Online #2	Strategies for Increasing Behaviors (Tribe Work on Canvas).	-Tribe work by 10/11, Wednesday Midnight. -Reflection by 10/15, Sunday Midnight	30					
10/24-10/29	Online #3	IRIS Module: Addressing Challenging Behaviors (Parts 1 &2).	10/29, Sunday Midnight	40					
11/7-11/12	Online #4	IRIS Module SOS: Helping Students Become Independent Learners (Self-management/Self-Advocacy Strategies).	11/12, Sunday Midnight	30					
11/21-11/26	Online #5	IRIS Module: Developing own class-wide management plan/ Developing own plan for implementing Social Emotional Learning (SEL) Strategies.	11/26, Sunday Midnight	40					

4. **Functional Behavior Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS) Project (Report and Presentation)** (120 points, 30% of grade) U1.1; MM 1.7, 2.1, 2.5, 2.6, 2.7, & 4.3; EX 1.4, 2.8,2.9, & 4.1; ECSE1.6 & 4.7; PLO 1 & 4; CLO 2, 3, 4, 5, 6, 7, & 8.

For this project, you have the option of choosing your own focus student or one of the case studies that I provide on Canvas. All case studies include complete datasets. This project consists of the following **four components with different due dates** in order to help you complete the project with ease and success ("chunking"). When submitting the paper, **please include all previously submitted**

parts, datasheets/assessments, and other attachments if any.

1. Summary of Baseline Data (Part #1) (**Due 9/17**): 10 Pts.
2. Summary of FBA Data (ABC, Communication, Ecological Analysis, & Health/Medical factors/Previous BIP), Hypothesis, and Replacement Behavior (Parts #1-7) (**Due 10/1**): 35 Pts.
3. Recommendations for Intervention (Parts #1-10) (**Due 11/5**): 35 Pts.
4. Intervention Results (Part # 11): Predict how your case study student may respond to the intervention. Project the intervention data. Provide a written summary of the intervention that you were to carry out as well as the predicted findings. Submit the entire report, including the Student Description and Parts #1-11 as well as all the assessment and intervention data. (**Due 12/5**): 30 Pts.
5. Share your project and the intervention results in Tribes on **11/28** (10 Pts.).

The format and the detailed guidelines are posted on Canvas (Refer to Assignment Guidelines in *Modules)*, and they will be discussed in class.

**** Important Notes:**

#1. The sample papers on Canvas are provided in order to give you an idea about the format of the paper mainly. Thus, <u>you are not allowed to copy any part of the sample paper to use in your paper. (Avoid plagiarism!) Use your own wordings and ideas that are specifically relevant to your case study</u>. <u>A zero point will be given to the entire section in which the plagiarism occurs.</u>

Final Examination or Evaluation

In lieu of a final examination, this course will include a final culminating research project report in which you will implement your behavior intervention plan and write a final paper that includes the evaluation of the intervention, based on data, as well as sharing the intervention results with the class.

Alignment between Assignments and TPEs/PLOs/CLOs

Assignment	Points (%)	Description	Aligned TPEs	PLO/ CLO
Self-Introduction on Canvas	10 (3 %)	■ Get familiar with Canvas and post one paragraph of your self-introduction on Canvas **Discussion Board** and respond to at least one peer.	U 2.6 MM 1.7 EX 1.4	CLO1
In-Person class Participations	80 (20%)	■ Individual and Group (Tribe) Activities on: Functional Behavior Assessment (FBA); Function-based positive support intervention; Critical evaluation and effective implementation of behaviorally based strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; Strategies for building social competence; Legal considerations/Equity. ■ Whole Class Activities: Case Studies on utilizing FBA data to develop Positive Behavior Intervention Support (PBIS) plan.	MM 1.7, 2.1, 2.5, 2.6, & 4.3. EX 1.4, 2.8, 2.9, 2.13, & 4.1. ECSE 1.6 & 4.7	PLO 1&4 CLO 2,3,5, & 7.

Asynchronous Online assignments	180 (45%)	■ Complete readings and/or videos assigned to each online assignment. ■ Complete and submit online assignments by designated due dates. Topics include: Social Emotional Learning (SEL); Cultural Considerations/Three Cs; Principles of Applied Behavior Analysis (ABA); Functional Behavior Assessment (FBA); Strategies for increasing appropriate behaviors; Addressing challenging behaviors; Cognitive/Self-management strategies; Developing own class-wide management plan (IRIS Module); Developing own plan for implementing Social Emotional Learning (SEL) strategies in your own classroom.	U2.1, 2.3, 2.6, & 6.2. MM1.7, & 4.3. EX 1.4 & 4.1. ECSE 2.4 & 4.7.	PLO 1 & 4 CLO 1,4, 5, 6, 7, & 8
FBA and PBIS Project	120 (30%)	■ Interpret and summarize FBA and synthesize the findings to identify the functions/communicative intents of the student using target behaviors. ■ Identify the hypothesis and replacement behaviors. ■ Develop/implement an Intervention (PBIS) ■ Write a summary of the intervention and the results that include the evaluation of the intervention based on data. ■ Share the project and the intervention results in the class.	U1.1. MM 1.7, 2.1, 2.5, 2.6, 2.7, & 4.3 EX 1.4, 2.8, 2.9, & 4.1 ECSE1.6 & 4.7	PLO 1 & 4 CLO 2, 3, 4, 5, 6, 7, & 8
Timeliness & Professional Responsibility	10 (3%)*	Demonstrate ability to effectively manage time commitments by: turning in assignments on time OR proactively reaching out to the instructor to establish a plan to submit assignments if needed		

*Sum may not add to 100% due to rounding.

✔ Grading Information

Grading Information

1. You must **complete all assignments** to receive a grade in this class.
2. All written assignments must meet the **standards of academic and professional quality**. All written assignments must be: printed on clean white paper using black ink;

typed in size 12 Times New Roman font, <u>double-spaced</u> (unless otherwise specified), with one-inch margins; <u>paginated</u>; and free of spelling and grammatical errors to avoid a reduction in points.

3. **All assignments are due on the assigned date and time** listed in the course schedule. For late work, please refer to the Late Policy in this syllabus.

***Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation**

Grading Policies

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework

with a GPA of 3.0 or higher. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Late Policy

Rather than deducting points for individual late assignments, you will be graded on your ability to manage time as a professional. All assignments are due on the assigned date at the assigned time. If an extension on an assignment is required, the **department's late policy** requires that students contact the instructor at least 24 hours in advance of the due date with the written request. The request must include a designated date on which the student intends to submit the assignment, which should be within one week of the original due date.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the coursework assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

California Commission on Teacher Credentialing Grading Policy

The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher.

SUMMARY OF ASSIGNMENTS/GRADING

Assignment	Points	%
Self- Introduction on Canvas	10	3%
Class (In-person & Zoom) Participations	80	20%
Online Module Assignments	180	45%
FBA/PBS Project	120	30 %
Professionalism & Timeliness	10	3%
Total Points	400	101%*

*Sum may not add to 100% due to rounding.

Determination of Grades

Grade	Cumulative Point Total	%
A +	392-400	98%
A	372-391	93%
A-	360-371	90%
B+	348-359	87%

B	332-347	83%
B-	320-331	80%
C+	308-319	77%
C	292-307	73%
C-	280-291	70%
D	240-279	60%
F	239 or below	

🏛 University Policies

Per University Policy S16-9 (PDF) (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the Syllabus Information (https://www.sjsu.edu/curriculum/courses/syllabus-info.php) web page. Make sure to visit this page to review and be aware of these university policies and resources.

📅 Course Schedule

EDSE 279 Managing Behaviors and Emotional Problems of Students in Special Education, Spring 2023 Course Schedule

(Subject to change with reasonable notice given in the class; In-person classes may become Zoom classes in case of Covid emergency, with notice in advance)

Week	Date	Topics, Readings, Assignments, Deadlines

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22 (In-person #1)	-Review of Syllabus &Course Requirements - Introduction to Canvas/ TRIBE -Introduction to Classroom/ Behavior Management/ABA - Continuum of School-Wide Instructional and Positive Behavior Support: Multi-Tier System of Supports (MTSS) -Variables affecting Class/Behavior management/ Introduction to Social Emotional Learning (SEL) I for promoting positive psycho-social development (Tier 1) **Read: Storey & Post Ch. 1: Overview of Positive Behavior Supports (on Canvas)**
2	8/29-9/3 (Async #1)	Variables (Cont'): SEL/Cultural Considerations/ Three Cs (Tier 1) **Read: Albert Ch. 2 (on Canvas), & Whole Child pp. 2-18 (on Canvas)** <u>**Due**</u>: **1)Post Self-Introduction on Canvas& Respond to at least one peer by 8/29, 4pm** **2)Submit Online Assignment #1 by 9/3,Sunday Midnight.**
3	9/5 (In-Person #2)	-Principles of Applied Behavior Analysis (ABA) -Intro to Functional Behavioral Assessment (FBA) (Tier 3) Selecting Behavior; Collecting and summarizing baseline data -Go over FBA-PBIS Project Requirements. **Read: Preview PPT Slides and IRIS Module (FBA, pp.1-8).** <u>**Due**</u>: **Preview Case studies posted on Canvas and select a case study for your FBA-PBIS Project or decide on a focus student for the project.**
4	9/12-9/17 (Async #2)	Work Day: Complete collecting and summarizing baseline data. <u>**Due**</u>: **FBA-PBIS Project: Description of Student & Part #1 (Summary of Baseline Data) by 9/17,Sunday Midnight.**

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/19 (In-Person #3)	-Functional Behavioral Assessment (FBA): FBA Tools, Summarizing FBA Data; How to utilize FBA data for Intervention -Introduction to PBIS -Go over FBA-PBIS Project Requirements.
6	9/26-10/1 (Async #3)	-Work Day: Complete FBA (ABC, Motivation Assessment Scale, & Functional Interview); Summarize FBA results; Identify Function & Replacement Behavior. **Due: Summary of FBA and Functions/Replacement Behavior (FBA-PBIS Project Report: Parts #1-7) by 10/1, Sunday Midnight.**
7	10/3 (In-Person #4)	-Positive Behavioral Interventions and Supports (PBIS) Plan (Tier 3) -Function-Based Interventions & Supports/Replacement Behavior -Components of PBIS: Preventing, Teaching, and Responding Strategies -Relationship between social and academic competence, and behavior problems - Prep for Async #4 in class. **Read: Using Functional Assessment; Designing PBIS (pp.125-144); Teach Intervention (Skim) (All readings are on Canvas);** **Optional Reading: Charlotte's Story (on Canvas)** **Preview PPT Slides.** · **Case Study Discussion** (A sign-up sheet for volunteers will be provided prior to this date.)

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/10-10/15 (Async #4): **Tribe Work on Canvas**	Strategies for Increasing Appropriate Behaviors -Schoolwide PBIS -When and how to use different behavioral strategies for increasing behaviors (Tribe Activity): Instructions will be provided in the 10/3 class. **Read: Gregory & Zirpoli Ch. 10/ Review PPT Slides.** **Due Online assignment #2 (Tribe Work):** 1) **Submit your Tribe work on Google Doc on Canvas by Wednesday, 10/11 Midnight; 2) Review all other Tribe works and submit your reflection by Sunday, 10/15 Midnight.**
9	10/17 (In-Person #5)	Strategies for Managing Inappropriate Behaviors -Acting Out Cycle - Behavioral Strategies; Graceful Exit Strategies, Dreikurs, Level system, Biophysical interventions, etc.) (Tier 2) · **Case Study Discussion** (A sign-up sheet for volunteers will be provided prior to this date.) -Go over FBA-PBIS Project Requirements. **Read: Gregory & Zirpoli Ch. 13 & Albert Ch. 9 (on Canvas).**
10	10/24-10/29 (Async #5)	Strategies for Managing Inappropriate Behaviors (I) - IRIS Module, Addressing Challenging Behaviors (Part 1 & Part 2): Understanding Acting Out Cycle and Behavioral Strategies (Low-Intensity Strategies) (Tier 2) **Due: Online Assignment # 3, by 10/29, Sunday Midnight.**

Week	Date	Topics, Readings, Assignments, Deadlines
11	10/31 (In-Person #6)	**Assessing & Developing Social Competence** -Social-emotional learning (SEL) strategies (II) & Social Competence -Supporting students with behavior, social, emotional, trauma, and/or mental health needs. -Social Skills Training Strategies -Introduction to Cognitive Strategies **Read: Zirpoli Ch. 8/Preview PPT Slides; Additional readings on Canvas** · **Case Study Discussion** (A sign-up sheet for volunteers will be provided prior to this date.) **Due: Intervention Plan (FBA & PBIS project report: Parts #1-10) by 11/5, Sunday Midnight.**
12	11/7-11/12 (Async #6)	**Cognitive Strategies (Cont') /Self-management Strategies** -IRIS Module SOS: Helping Students Become Independent Learners (IRIS Module) - -Strategies for Self-management/Self-determined behavior/Self-advocacy **Read: Review materials and PPT slides on Canvas.** <u>Due</u>: **Online Assignment #4 by 11/12, Sunday Midnight.**
13	11/14 (In-Person #7)	-Evaluating behavioral changes: Data-based outcomes and evaluation: Acquisition and generalization, and maintenance of behaviors/skills. -Legal Considerations/ Equity in Discipline and Behavior Management/Implementation. · **Case Study Discussion** (A sign-up sheet for volunteers will be provided beforehand.) **Read: Zirpoli, Chs 2 & 7; Additional readings on Canvas** **Preview: PPT Slides.**

Week	Date	Topics, Readings, Assignments, Deadlines
14	11/21-11/26 (Async #7)	Wrap Up: -Developing own class-wide management plan (IRIS Module) (Tier 1) -Developing own plan for implementing Social Emotional Learning (SEL) strategies in your classroom (Tier 1). **Read: Articles on Canvas.** <u>**Due**</u>**: Online Assignment#5 by 11/26, Sunday Midnight.**
15	11/28 (In-Person #8)	-Completing legal BIP forms: Summary of FBA and PBIS (Tier 3) -Putting Together in the MTSS Model (Tiers 1, 2, & 3) <u>**Due**</u>**: Share your Class-Wide plan and your SEL plan in your Tribe.** <u>**Due**</u>**: Presentation of FBA-PBIS Intervention Data in your Tribe.**
16	12/5 (Async #8)	Work Day: Complete your FBA/PBIS Intervention Part #11 and submit the Entire paper, Parts #1-11, <u>including all previous parts, baseline and intervention datasheets, FBA datasheets, and all other attachments, by Tuesday, 12/5 Midnight.</u>