

Welcome to Your Online Course!

Syllabus

Course Name	Raise the Bar: Positive Interventions for Students Who Challenge Us
Course Number	LE 5849

NOTE: This syllabus is an **outline** of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Challenging behavior can certainly get in the way of academic progress, but there is hope! This course gives plenty of techniques and strategies for K-8 teachers to proactively assist students in achieving target behaviors through positive behavior intervention. By deconstructing the functions of the problem behaviors, educational professionals can address the root of a child's issue instead of simply addressing the behavior. This course gives a solid road map for the philosophy behind positive behavior intervention systems (PBIS) while offering several different ways to get you (and your students) to your destination: appropriate behavior that is conducive to a positive learning environment.

Goals and Objectives: Upon completion of this course, participants will be better prepared to:

- Reflect on assumptions and insights of practitioners, researchers and self, based on positive behavior support for challenging behavior.
- Understand the structure behind problem behaviors, including setting, triggering antecedent(s), and function.
- Identify appropriate use of incentives, positive reinforcement and natural and logical consequences.
- Understand and apply functional behavioral assessments to create effective and efficient behavioral intervention plans.
- Review and assess case studies of students who have successfully moved through the process identified in the course text.
- Be both proactive and reactive with regards to crisis behaviors.

Required Text/Articles:

Text(s): Otten, K. and Tuttle, J. (2011). *How to reach and teach children with challenging behavior*. San Francisco, CA: John Wiley & Sons

Knowledge Base: The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Birnie, B. (2017). *A teacher's guide to successful classroom management and differentiated instruction*. Lanham, MD: Rowman and Littlefield.

Bulach, C., Lunenburg, F., Potter, L. (2016). *Enhancing a high-performing school culture and climate: New insights for improving schools*. Lanham, MD: Rowman and Littlefield.

Burden, P. (2016). *Classroom management: Creating a successful K-12 learning community, 6th ed.* New York, NY: Wiley.

Durlak, J., et al, eds. (2016). *Handbook of social and emotional learning*. New York, NY: Guilford Press.

Harris, A., Hargreaves, A. (2016). *Schools performing beyond expectations*. London, UK: Routledge.

Maag, J. (2017). *Behavior management: From theoretical implications to practical applications, 3rd ed.* London, UK: Routledge.

Sage, J. (2017). *Happy class: The practical guide to classroom management*. Lanham, MD: Rowman and Littlefield.

Sulkowski, M., Lazarus, P. (2016). *Creating safe and supportive schools and fostering students' mental health*. London, UK: Routledge.

Rubric

Each component of your course has been designed by our team to help you learn new concepts/skills, stay up to date in the field, reflect on your professional practice and apply new ideas in your classroom.

	Below Target Performance	B Grade = Target Performance	A Grade = Outstanding Performance Work meets all "B" requirements AND...
Read and Respond	Work will be returned to student for resubmission.	Writes using correct grammar, spelling, word usage, and mechanics. Each paragraph is clearly organized. Responds thoroughly and completely addresses all question components. Summarizes or paraphrases key concepts from readings accurately. Please respond in one paragraph or more for each question unless otherwise noted.	Makes inferences and draws conclusions to support improvement in professional practice. Supports answers with life experiences and/or expertise when applicable.
Applications	Work will be returned to student for resubmission	Writes using correct grammar, spelling, word use, and mechanics. Each paragraph is clearly organized. Responds thoroughly and completely addresses all assignment components. Demonstrates an accurate understanding of theories, concepts and/or strategies presented in the course. Applies new knowledge and skills to professional practice.	Customizes approach to the application ensuring the greatest impact for intended audience. Predicts and/or evaluates effectiveness of new strategies. Shows creativity and innovation in applying concepts to professional practice. Creates application materials or products, when required, that are polished and ready to use.

Resources	Work will be returned to student for resubmission	Writes using correct grammar, spelling, word use, and mechanics. Each paragraph is clearly organized. Summarizes the main ideas presented in the resource. Explains how the information could impact one's professional practice.	Relates authors' opinion from resources to course content. Analyzes information critically from resources (ask questions, looks for gaps in information, disputes contradictions, etc.)
Reflection	Work will be returned to student for resubmission	Responds thoroughly and completely addresses the reflection prompt(s) in a multi-paragraph format. Writes using correct grammar, spelling, word use, and mechanics. Each paragraph is clearly organized. Examines personal practices, beliefs, biases, stereotypes, preconceptions, and/or assumptions. Includes ideas presented and insights gained throughout the course. Reflect and let us know your thoughts and opinions in 2 double-spaced pages, or more.	Shares ideas for changes in one's professional practice based on reflection. Supports responses with examples, evidence or logic. Identifies opportunities for new and future learning in the topic area.

Module 1

1. Read and Respond: *Shifting Paradigms, and PBS*

Please respond to the following after reading Chapters 1-5 in the course text.

- a. Describe your understanding of "positive behavior support."
- b. Explain your thoughts, in 1-2 paragraphs, on the idea that "kids do well when they can," as opposed to "kids do well when they want to do well." Take a look at this video to help clarify this concept:

<https://www.youtube.com/watch?v=jvzQQDfAL-Q>

- c. With regards to social skills instruction, compare and contrast traditional approaches with the 3-tiered approach.
- d. Explain the wisdom of self-management as the ultimate goal for students with skill, performance, or fluency deficits.
- e. Describe the relationship between executive function and challenging behaviors.
- f. Chapter 8 focuses a bit on writing strategies. Choose one idea from this section (Writing Strategies), and detail how you will be able to use that idea in your instruction.
- g. Summarize the authors' definitions of, and distinctions between, "reinforcers," "rewards," and "bribery."

2. Application: *Functional Behavioral Assessment*

With regards to the three concepts of Functional Behavioral Assessment (FBA), complete the following for a current or past student:

- a. Setting: Complete the phrase- "You know it is going to be a bad day when_____." Explain the context of the phrase.
- b. Give an example of a triggering antecedent for this student.
- c. What do you believe is the "payoff" for that student for that undesirable behavior?

3. Application: *Problem Behavior*

First, watch this video that outlines the reasons "why" children may behave badly, and then complete the activity that follows.

<https://www.youtube.com/watch?v=kqN5aGM4feY>

The course text lists several common reasons that students may display problem behaviors, and the video discusses the idea of children doing well "when they can." Please complete one of the following:

- a. Choose a problem behavior that you have experienced with a student, and write a short noteto them, explaining that you now understand why they did the thing they did.
- b. Choose a problem behavior that you have done yourself, and briefly explain the situation where you displayed the behavior, and why.

4. Application: *Social Skills Instruction*

Here's a neat video about the importance of teaching and working with social skills in school around a program called Making Meaning.

<https://www.youtube.com/watch?v=LsjlONVIAOQ>

You will now have the opportunity to apply your learning for group or individual social skills instruction. Please complete one of the following options:

Option 1: Create a Social Skills Group Activity

Chapter 4 is filled with amazing information and resources to support the design of a social skills lesson for a group. Consider 1-3 social skills that you would like to cover with a group, and design a lesson to instruct students on your selected social skill or skills. Your lesson should be substantial enough to cover a 30 minute period of time. Be sure to indicate:

- The skill or skills you are planning to introduce
- Resources you will incorporate
- Step by step of how the activity will proceed

Option 2: Create a Social Skills Individualized Plan

Chapter 5 has ideas and some structure for how to individualize social skill instruction for a particular student. Consider a behavior in a particular student that you would like to address.

- a. Name the behavior, and explain the context of the behavior.
- b. Name the function of the behavior.
- c. Identify the replacement behavior (keep in mind the “commonly overlooked replacement behaviors,” if applicable)
- d. Name any other target behaviors (if applicable)
- e. Identify the adult who will provide instruction, and why that person is ideal for the role
- f. Identify: when will the instruction take place, what methods will be used (Check-In, Precorrection, etc), and how will it be delivered?

5. Application: Increasing Engagement

It’s no surprise that engaging instruction reduces some behavior challenges. Take a look at this Prezi from Miles O’Shea, which offers good insight, and suggestions for engagement: [Click here to access the Prezi video.](#)

Remember that lesson that you have always wanted to make more exciting? We’d like you to increase the engagement with that lesson - right now.

Review a current lesson that needs some spicing up. Find at least 2 ways (from the Prezi and Chapter 8) that will make the lesson more engaging. Attach the original lesson, and explain in detail what you plan to change in order to increase engagement, and (hopefully) decrease behavior challenges.

6. Application: Individual Reinforcement Inventory, Menu and Schedule

Consider a student (or a child you know) who exhibits a behavior that you would like to see changed, and, using the information in Chapter 9, complete all of the following:

- a. Explain in detail the technique(s) (interview, survey, observation, journals) you will use to find out what is reinforcing for that child (attach if appropriate).
- b. Design and submit a reinforcement menu (with at least 7 choices) for that child so that they have a variety of things for which they can work.

- c. Submit an example of the reinforcement schedule you will use for this child, noting the Differential Reinforcement Rate you will be using, OR, submit a summary of the reinforcement schedule you will use with your students, along with an explanation of how it will be used.

Module 2

1. Read and Respond: *Consequences*

Please respond to the following after reading Chapters 11-18 in the course text.

- a. Consider some of the consequences you have previously planned for students. Explain how they each fit into the framework of the Three R's of Logical Consequences.
- b. What is the difference between "undesirable consequences" and "punishment"?
- c. Describe the importance of noting the "escalation cycle" stage when intervening with a student who is exhibiting crisis behavior.
- d. Explain the definitions of, and reasons for, "physical restraint" and "seclusion."

2. Application: *Individual Reinforcement System*

Create a system (that you have not previously utilized) from the following list, for a current or future student:

Target Behavior Sheets
Point and level System
Token Boards
Contracts
Punch Cards
Positive Attention Trackers

Describe how you will use your system. Also, complete and attach a sample of the system, using a past or hypothetical student.

3. Application: *Effective and Efficient FBA*

First, the following videos show the different aspects of creating Functional Behavioral Assessments (FBA). Watch 1 or watch all 7: each offers a look into how the process works. [Click here to access the videos.](#)

Compare the system you and/or your school or district already have in place for Functional Behavioral Assessments to the way FBAs are outlined in the text. Detail three ways in which you would modify your district or school's system for the better, using the tips found in Chapter 14 and in the rest of the course text. Be sure to provide rationale for making these changes based on your learning. Each proposed change should be a minimum of 2 paragraphs in length.

4. Application: *Case Studies*

Behavioral Interventions can be pretty detailed, and thankfully the authors offer a number of examples of how intervention succeeded with students. Read through at least 3 case studies in Chapter 16. In at least 2 paragraphs for each case study:

- a. Identify the student's name
- b. Review and delineate the pieces of the case study (eg. strategies, techniques, process) that you believe were key to each student's success
- c. Identify and explain your rationale for strategies you would either like to try, or would try to avoid.

5. Application: *Restraint and Seclusion*

The authors express strong views when it comes to restraint and seclusion, and the lack of oversight with these techniques. This video, from the Disabilities Rights Center, agrees.

https://www.youtube.com/watch?v=fpeVig_RQyo

What say you? In at least 1 page, please explain your position on restraint and seclusion, based on your opinion, your reading, and your experience. Detail whether or not you believe there to be reasons to continue to employ these controversial techniques, and why you believe what you do.

Module 3

1. Resource Requirement

Here is your opportunity to explore additional aspects of course concepts and to further customize your learning experience.

To meet this requirement, please identify two resources related to the course content that will both enhance your professional practice and deepen your understanding of the course. Resources selected may be blogs, wikis, websites, articles, books, journals or a combination thereof. Resources selected should be recent - published within the last three years.

Summarize what you learn from each resource in 2-3 paragraphs. Include an explanation about how information presented in the resource will impact your professional practice.

For each resource, include:

- Title
- Author
- Copyright or publishing date
- URL if applicable

Submit your summaries in a .PDF attachment, or copy/paste them into the text box.

If you choose, you may access the ERIC (Educational Resources Information Center) database [HERE](#). Please keep in mind, you do not need to select your resources from this database. Additionally, we are not able to support questions regarding the database use, subscriptions, functions, or access to articles.

2. Reflection Requirement

The purpose of this assignment is to provide you the opportunity to dig deep and think critically about teaching and learning. We are more interested in the quality of writing/reflection than in the quantity; however, to get at the depth intended, your response should be a minimum of 2 pages.

Think back to Chapter 1, which highlights and discusses many “statements” that are common when it comes to classroom management:

“What’s Wrong With Kids Today?”

“Punishment Works for Me!”

“I Didn’t Sign Up for This!”

“What Happened to the Good Old Days?”

“Students With Behavior Problems Should Just Be Suspended!”

Now that you’ve read a bit further in the text, describe your take on two of the statements. Do you agree, disagree, have examples? Have you changed your opinion on any of the statements after reading?

General Course Info

Important Information

Collaboration & Plagiarism Policy

- All courses require participants to verify agreement with our Honor Code prior to submitting coursework. [Here](#) is more information on the Learners Edge Collaboration & Plagiarism Policy.
- Failure to uphold the Collaboration & Plagiarism Policy may result in a loss of credit and an inability to register for future courses with Learners Edge. Please contact our office if you have any questions about this policy.

American Disabilities Act

- Accommodations will be provided for individuals with documented disabilities or special learning needs. Please let us know how we can help by contacting us at instructor@LearnersEdgeInc.com.

Coursework Requirements & Evaluation

How much time should I be spending on a course?	To achieve the level of learning required, please commit approximately 45 hours to successfully complete a 3-credit course (15 hours per credit).
All coursework is evaluated	Within 5 business days (allow up to 7 days during peak submissions at the end of sessions).
If coursework meets requirements	Grades are available on your My Edge Page within 7 business days from your last coursework module submission. Your grade will then be sent to ASDN for processing.
If coursework does not meet requirements	Re-submit your coursework by the end of session deadline.
If coursework exceeds requirements	We may contact you to congratulate you on your work. We call these “Happy Calls” because they make both teachers, and us, happy! We may also contact you for permission to feature portions of your coursework on our Chalk Blog!

Coursework Formatting

Font	12 pt.
Spacing	Double or single spaced
Labels	Clearly label each section of your coursework

Questions?		
E-mail	Live Chat	Phone
General Questions: Support@LearnersEdgeInc.com	Via website	877.394.4930
Content Questions: Instructor@LearnersEdgeInc.com		

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