



UNITED TRIBES TECHNICAL COLLEGE

United Tribes Technical College

EDU 335 Principles of Behavior Assessment and Intervention Syllabus

EDU 335 A Spring 2018

Instructor and Class Information

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Office Hours Monday and Wednesday
9:00-11:00
Or by appointment

Section Number A
Start Date 1/9/2018
End Date 5/4/2018
Meeting Times Monday and Wednesday
1:00-1:50
Location Education Building B-03

Course Information

Course Number EDU 335
Course Title Principles of Behavior Assessment and Intervention

Course Description

This course provides teacher candidates with an overview of functional behavior assessment strategies effective with children in PreK-Grade 8 educational settings. The course addresses behaviors typically associated with attention deficit/hyperactivity disorder, Autism Spectrum Disorders, emotional disorders and other related conditions. Candidates will learn and practice strategies for conducting behavioral assessments, response to intervention, and how to promote generalization and maintenance of learned positive behaviors. The course will also emphasize consultation and collaboration with families, school personnel and related services personnel as required by the Individuals with Disabilities Education Improvement Act.
Pre-requisite: EDU 200 and EDU 205

Total Credits 2.00

Textbooks

Behavior Support by Bambara L, Janney, R., Snell, M. 3rd Edition (2015) Brookes Publishing

External Standards

Relationship between ND ESPB Elementary Education Standards, Outcomes and Course Assessments

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 Instruction 3b. Adaptation to Diverse Students	Comprehensive Positive Behavior Support Plan for Tier I, II, and III	Positive Behavior Support Plan
1. Empowerment, Equity, & Inclusion: To promote a deep respect for diversity demonstrated in candidates' belief that all students can learn (Core Belief 4; Relatedness, Respect; INTASC Standards 2, 7 and 8);	Behavior Intervention Strategies for rewards and consequences	Collection of intervention strategies



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

Relatedness is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

Relevance is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance.

They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

Respect is an important traditional Native value. Respect is demonstrated through candidate contributions and their

Respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

Responsibility is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

Course Objectives

1. Design and apply behavior management techniques for making positive changes in students' academic/social/affective behavior as evidenced by a score of 80% or higher on the project rubric.
2. Identify critical components of the Individuals with Disabilities Education Improvement Act related to student behavior as evidenced by a score of 80% or higher on a written exam.
3. Demonstrate how to create a safe, positive, supporting environment that values diversity as evidenced by the completed project.
4. Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors as evidenced by classroom discussion participation.
5. Demonstrate an awareness of strategies to use for crisis prevention/intervention as evidenced by a score of 80% or higher on a written assignment.
6. Define behavior change terminology and principles of applied behavior analysis as evidenced by a score of 80% or higher on a written exam.
7. Define behaviors accurately and prepare behavioral objectives for a wide range of behaviors as evidenced by a score of 80% or higher on a written exam.
8. Examine the role consultation and collaboration with families, school personnel and related services personnel as required by the Individuals with Disabilities Education Improvement Act as demonstrated by participation in classroom discussion.

1. Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

Evaluation of Student Performance (Including Grading Policy)

Evaluation Criteria: A course grade is earned based on the percentage of possible points and will follow the UTTC grading system. The following is a breakdown of percentage points earned:

50% Projects & Assignments 30% Course Participation 20% Assessments

2. Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

3. Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

4. Policy for Late Submission

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

5. Cell Phone

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

6. Student Behavior

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

7. Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material

from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

8. Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

CANDIDATE ACCOUNTABILITY AND ASSESSMENT OF LEARNING

1. Reflections

- Reading logs and reflection questions will be assigned throughout the course to ensure that the teacher candidate is reading the assigned literature of the text and supplemental readings. Reflection will be related to any or all of the following material: (1) lecture (2) discussion/discussion starters (3) media presentation (4) classroom exercises (5) guest speaker.

2. Assessments

- Periodically teacher candidates will be assessed of their understanding of information related to the course.

3. Intervention Strategies

- Intervention strategies will be assigned throughout the course to support the Positive Behavior Support plans.

Major Project : Positive Behavior Support Plan

A comprehensive Positive Behavior Support plan will be developed throughout the semester that includes interventions and plans for:

<p>Tier I:</p> <ul style="list-style-type: none"> • Positive Support (Rewards) • Teaching Skills • Bully Prevention Strategies • Interventions for Consequences 	<p>Tier II</p> <ul style="list-style-type: none"> • A-B-C record • Anecdotal Notes • Intervention plan for small groups 	<p>Tier III</p> <ul style="list-style-type: none"> • Incident Records • Functional Behavior Assessment Plan • Crisis Prevention/Intervention • Individualized PBS Assessment Plan
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Class Schedule

Date/Session	In-Class Topic	Assignment/Project
Week 1	Basic Principles Core Features and Research	Set up Google shared folder Read Chapter 1
Week 2	Basic Principles Three Tiers of Support	Chapter 1 - notes and discussion
Week 3	School Wide Positive Behavior Support	Chapter 2 (Page 19-32) Positive Behavior Support Plan in your classroom
Week 4	School Wide Social/Emotional Learning	Chapter 2 (Pages 32-38) Teaching Positive Interactions in your classroom
Week 5	School Wide Bully Prevention Promoting Change	Chapter 2 (Pages 39-41) and (41-47) Bully Prevention Strategies
Week 6	Classwide Interventions - Tier II Anecdotal Notes	Chapter 3 (Pages 49-57) Intervention Plan Anecdotal Notes
Week 7	Matching Intervention and Students	Chapter 3 (Pages 57-66) Simple Functional Assessment Checklist
Week 8	Implementing Interventions	Chapter 3 (Pages 66-72) List of Intervention Strategies and Discussion
Week 9	Midterm A-B-C form	Positive Behavior Support Plan: <ul style="list-style-type: none"> • Tier I: <ul style="list-style-type: none"> ○ Positive Support (Rewards) ○ Teaching Skills ○ Bully Prevention Strategies ○ Interventions for Consequences • Tier II <ul style="list-style-type: none"> • A-B-C record • Anecdotal Notes • Intervention plan for small groups
Week 10	Spring Break	
Week 11	Individual Positive Behavior Support (Tier III)	Chapter 4 (Pages 72-90)

Date/Session	In-Class Topic	Assignment/Project
	Steps 1 - Steps and Tools for Individualized Positive Behavior Support	Incidents Records (Checklists, Google forms, Tracking System)
Week 12	Individualized Positive Behavior Support Step 2 - Plan and Conduct a Functional Behavior Analysis	Chapter 4 (Pages 92-120) Functional Behavior Assessment Plan
Week 13	IRIS - Functional Behavior Assessment Strategies	IRIS - Functional Behavior Assessment Strategies
Week 14	Designing, Using, and Evaluating Step 3 - Designing an Individualized Positive Behavior Support Plan	Chapter 5 (Pages 121-151) Individualized Positive Behavior Support Plan
Week 15	Designing, Using, and Evaluating Step 4 - Implementing and Monitoring a Individualized Positive Behavior Support Plan	Chapter 5 (Pages 152-157) Implement and Monitor Plan
Week 16	Family Involvement Catch-Up Week	Work on Final PBS Presentation
Week 17	Final	Final Positive Behavior Support Plan Midterm + Tier III <ul style="list-style-type: none"> • Incident Records • Functional Behavior Assessment Plan • Crisis Prevention/Intervention • Individualized PBS Assessment Plan