



# EDU 333 Behavior Assessment and Intervention

Lezlie McElwee

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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This course provides teacher candidates with an overview of intervention strategies effective with children in elementary educational settings. The course addresses behaviors typically associated with attention deficit/hyperactivity disorder, Autism Spectrum Disorders, emotional disorders and other related conditions. Teacher candidates will learn to modify curriculum, instruction, and assessment to meet the needs of every student; to collaborate when designing and implementing curriculum and instruction for an inclusive classroom; and to develop the affective skills of students in general education classrooms.

Instructional Level: Bachelor Degree

Credits: 3

Pre/Corequisites:

- Prerequisite: EDU 200
- Prerequisite: EDU 205

## CLASS INFORMATION

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Section Number: A

Term: Fall      Year: 2023      Start Date: 8/22/2023      End Date: 12/8/2023

Meeting Times: MWF 10:00-10:50 AM

Delivery Mode: Face to Face

## INSTRUCTOR

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Lezlie McElwee

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Mobile Phone: (701) 400-6782

Office Location: Main Education Building 122

Office Hours:

MWF 12:00 - 2:00 PM TTh 10:30 AM - 1:00 PM

## TEXTBOOKS

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Kostelnik, M. et al. (2017). Guiding Children's Social Development and Learning: Theory and Skill. Boston, MA: Cengage Learning.

Maynard, N. & Weinstein, B. (2019). Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice (Hack Learning Series). Boston, MA: Cengage Learning.

## INSTITUTIONAL LEARNER OUTCOMES

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Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

## PROGRAM OUTCOMES

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Create supportive and safe learning environments.

Monitor learner progress by using multiple methods of assessment.

Recognize learning differences and diversity.

## COURSE OBJECTIVES

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1. Demonstrate understanding of elements of an inclusive classroom, the rationale for inclusion, and the least restrictive environment (LRE) and its effect on curriculum, instruction, and assessment.
2. Identify assessments for students with differentiated needs in the regular education classroom.
3. Examine research-based strategies for students with diverse learning needs in the regular education classroom.
4. Evaluate behavior management techniques for making positive changes in students' academic, social, emotional behavior.
5. Demonstrate how to create a safe, positive, supporting environment that values diversity, using differentiated instruction and Project Based Learning.
6. Demonstrate knowledge of modifying the learning environment (schedule and physical arrangement) to prevent and manage inappropriate behaviors.
7. Examine the role consultation and collaboration with families, school personnel and related services personnel as required by the Individuals with Disabilities Education Improvement Act.

## A. GRADING SCALE

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

## B. COMMUNICATION

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Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student's UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

## **C. ATTENDANCE**

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Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](https://my.uttc.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as "Present", "Absent-Unexcused", or "Excused" (college-sanctioned absences).

## **SUMMIT PARTICIPATION**

All UTTC students attend the United Tribes Technical College Tribal Leaders Summit in September 5 - 8, 2023 at the Bismarck Event Center. Students are expected to be at the Summit Tuesday - Thursday. Transportation to and from the campus will be provided. Sign-in sheets will be available at the registration tables for all students to sign upon arrival and again at departure. At the conclusion of the Tribal Leaders Summit, the student is expected to complete an assignment connected to the UTTC Events Week theme. Your instructors will provide the assignment template. One assignment can be submitted for multiple courses.

## **D. LATE ASSIGNMENT SUBMISSIONS**

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UTTC supports and fosters the student's responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work. Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

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Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If

the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

## **F. EARLY ALERT SYSTEM**

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UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **G. ACADEMIC HONESTY**

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

## **H. STUDENTS WITH DISABILITIES**

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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 Support Services 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 at (701) 221-1456 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

## **I. TITLE IX STATEMENT**

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Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

## **J. DIVERSITY AND EQUITY STATEMENT**

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United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

### **EQUITY STATEMENT**

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

## **K. TECHNOLOGY REQUIREMENTS**

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To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

## **FACE-TO-FACE**

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### **PARTICIPATION / CLASS ENGAGEMENT**

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

### **CELL PHONES and LAPTOPS**

Cell phones are turned off during class times out of respect for the other students and the instructor. If a 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 the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

### **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.

**BASIC NEEDS**

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.

**COURSE CALENDAR**

**Fall 2023 Tentative Schedule**

Module/Week	TOPICS COVERED	Support Materials, Book chapters, etc.	Activities and Assessment
1 Aug 22 - 25	Welcome Back- Get to Know You and Your Students	Online Educational Resources	About You
2 Aug 28 – Sept 1	Positive Relationships	Chapter 2	What Can You Do?
3 Sept 4 - 9	*No School 9/4 or 9/8 Labor Day & Powwow Students should attend Tribal Leaders Summit Tuesday -Thursday at Bismarck Event Center – Essay required. Please see Syllabus		
4 Sept 11 -15	*No School 9/11 Founders Day Trauma Sensitive Schools (“Not All Wounds are Visible”)- Module 4 Building Resilience in Children	Chapter 6	What & Why? Social Emotional Learning Coping Skills MTSS
5 Sept 18 - 22	Fostering Self-Regulation in Children	Chapter 10/ 11	Essential 55
6 Sept 25 - 29	Positive Behavior Support	PBIS Online Educational Resources	School-wide Plan
7 Oct 2 - 6	Positive Behavior Support	PBIS Online Educational Resources	Classroom Plan
8 Oct 9 - 13	*No School 10/09 Indigenous Day	Chapter 12	Watch and Learn
	Midterm Grades Due 10/13		
	Handling Aggressive Behavior		

<b>9</b> <b>Oct 16 - 20</b>	Social Emotional Learning	Chapter 5	What works? Boxed Programs
<b>10</b> <b>Oct 23 - 27</b>	The IEP Process	IRIS Peabody	SPED Procedures and Services Assessing Students Needs
<b>11</b> <b>Oct 30 – Nov 3</b>	Inclusive Classrooms/ Schools	IRIS Peabody	What does it mean? Differentiating Instruction
<b>12</b> <b>Nov 6 - 10</b>	<b>*No School 11/10 Veterans</b>	School within a School OER	Observation Guide & Reflection
	School Observations/ Field trips		
<b>13</b> <b>Nov 13 - 17</b>	PBL- Project Based Learning	PBL Works	PBL Works Storyboard
<b>14</b> <b>Nov 20 - 45</b>	<b>*No Afternoon Classes 11/22</b>	PBL Works	PBL Works Planner
	<b>*No School 11/23, 11/24 Thanksgiving</b>		
	PBL- Project Based Learning		
<b>15</b> <b>Nov 27 – Dec 1</b>	PBL- Project Based Learning	PBL Works	PBL Works Rubric
<b>16</b> <b>Dec 4 - 8</b>	PBL FINAL Project and Presentations	FINAL	FINAL
<b>GRADES DUE</b>	<b>Grades DUE December 11th</b>		