SYLLABUS Educ 3545

Department of Teacher Education

# Weber State University

## Title: Universal Positive Behavior Support Strategies for Teachers

## Instructor: TBD

## Credit: 2 semester hours

## Semester:

Class Location:

Class Time:

## 

## **Course Description:**

This course is designed to teach teacher candidates validated classroom management strategies and level one behavioral intervention strategies. This course focuses on techniques and methods for preventative classroom student management. The course will assist candidates in writing effective classroom management plans. Candidates will be introduced to the process of Functional Behavior Assessments and Behavior Intervention Plans.   
Prerequisites: Completion of Education Level 1 courses with a grade of B- or better  
Co-requisites: Educ 3565, Educ 3575, Educ 4521, Educ 4530, Educ 4550

**Course Outcomes**

WSU’s teacher preparation conceptual framework theme is, “Student Achievement: Students, Teachers, & Communities Working Together”. The model that illustrates the programs purposes, philosophy, outcomes and evaluation is represented by an easel, at the center of which is three overlapping components: Reflecting, Engaging, and Collaborating. The program standards are performance-based; they describe what teacher candidates should know and be able to do in order to be awarded a license.

“The Utah Effective Teaching Standards (UETS) have been established by the Utah State Board of Education (R277–530) as the foundation for effective teaching practice. The standards constitute the minimum knowledge and skills required to successfully teach the Utah Core Curriculum Standards and serve as a basis for educator evaluation and a tiered licensing system. They are designed to guide expectations for the screening, hiring, and induction of teachers, and the state approval of licensing preparation programs. The UETS draw heavily upon the concepts in the Council of Chief State School Officers’ Model Core Teaching Standards, as well as the needs of Utah districts. They support high quality instruction, one of the Board’s **Promises to Keep** goals” (p. 41).

**Course Objectives**

The Utah Effective Teaching Standards (UETS) are a description of highly effective teaching as adopted by the Utah State Board of Regents. They also represent the knowledge and skills necessary to teach the Utah Core Curriculum Standards. They align with [Utah effective teaching standards](http://www.uen.org/k12educator/uets/), national [Council for Exceptional Children initial preparation standards](http://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf) (CEC, 2012), [NCTE/IRA standards](http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf) (NCTE, 2010) and current research on effective teaching practice.

Upon completion of this course, the special education teacher candidate will demonstrate an “Emerging” level of competency in the following UETS and CEC standards:

|  |  |  |
| --- | --- | --- |
| **Course Objectives** | **Standards** | **Assignments** |
| 1. Through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. | UETS 3.a, b, c  CEC 2.a | Classwide Intervention Plan  Article #2 |
| 1. Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. | UETS 5.e  CEC 4.2 | Classwide Intervention Plan  Article #3 |
| 1. Develop and implement a variety of education plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. | UETS 7.b  CEC 5.5 | Classroom Management Module Part 1, 2  Classroom Intervention Plan |
| 1. Use professional ethical principles and professional practice standards to guide their practice. | UETS 10.g  CEC 6.1 | Article #1 |

Required Materials:

## Sprick, S. (2009). CHAMPS: A Proactive & Positive Approach to Classroom Management, 2nd Ed.

Rhode, G., Jenson, W. R., & Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd Ed).* Pacific Northwest Publishing (ISBN 978-1-59909-042-9)

Recommended Supplemental Readings:

Utah State Office of Education (August 2007). Special Education Rules. Salt Lake City. USOE Rules <http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

Utah State Office of Education LRBI Resources Least Restrictive Behavioral Interventions. <http://www.usoe.k12.ut.us/sars/RulesRegs.htm>

**Assignments**

1. **Article Graphic Organizers**

Teacher candidates will read the assigned articles. After reading each article, they will input all information in a graphic organizer of their choice found at <http://www.eduplace.com/graphicorganizer>. Completed graphic organizers must be brought to class on the assigned days. They will use these organizers to actively participate in a small group discussion. The articles will be available on the class website. Candidates are responsible for downloading them on their own.

* **Article #1**: Farley, C., Torres, C., Wailehua, C. T., & Cook, L. (2012). Evidence-based practices for students with emotional and behavioral disorders: Improving academic achievement. *Beyond Behavior, 21*, 37-43.
* **Article #2**: Compare and contrast the following two articles:
  + Kohn, A. (2001). Five reasons to stop saying “Good Job”. *Young Children, 56*, 24-28.
  + Strain, P. S., & Joseph, G. E. (2004). A not so good job with “Good Job”. *Journal of Positive Behavior Interventions, 6*, 55-59.
* **Article #3**: Gunter, P. L., Callicott, K., & Denny, R. K. (2003). Finding a place for data collection in classrooms for students with emotional/behavioral disorders. *Preventing School Failure, 48*, 4-8.

1. **IRIS Classroom Management Module**

Candidates will complete each module, answer discussion questions, and be prepared to discuss in-class. Candidates are required to complete the following IRIS modules, which can be found at <http://iris.peabody.vanderbilt.edu>.

* + Part 1: Learning the Components of a Comprehensive
  + Part 2: Developing your own Comprehensive Behavior Management Plan

1. **Classroom Intervention Plan**

Candidates are required to create a classroom intervention plan for the class in which they are completing their practicum experience. This plan includes conducting classroom-based assessments to identify target and replacement behaviors, as well as creating a classroom behavior plan to be implemented while collaborating with their cooperating teacher. This plan will include classroom expectations, positive and negative consequences and classroom procedures.

1. **Quizzes**

There will be four quizzes throughout the semester to assess teacher candidate knowledge on lectures, material from the guided notes, important terms, class discussion, and assigned readings. They will consist of multiple choice, true/false and short answer questions.

1. **Class attendance and Participation**

Candidates are expected to download and print daily guided notes from the website, bring them to class, attend to the weekly lecture(s) complete the guided notes during the class session, participate in the response card activities, and ask any relevant questions. Candidates will earn points per class period for attending and participating.

**How candidate’s grades will be determine**

|  |  |
| --- | --- |
| **Course Assignments** | **Points Possible** |
| Article Graphic Organizer 3@10 | 30 |
| IRIS Classroom Management Modules 2@10 | 20 |
| Quizzes 4@15 | 60 |
| Classroom Intervention Plan | 180 |
| Class Attendance and Participation | 15 |
| Total points possible | 305 |

Grading Scale

|  |  |
| --- | --- |
| A | 95%-100% |
| A- | 90%-94% |
| B+ | 87%-89% |
| B | 84%-86% |
| B- | 80%-83% |
| C+ | 77%-79% |
| C | 74%-76% |
| C- | 70%-73% |
| D | 65%-69% |
| E | 64% and below |

**University Ethics Policy:**

Failure to maintain academic ethics/academic honesty including the avoidance of cheating, plagiarism, collusion and falsification will result in an E in the course and may result in charges being issued, hearings being held, and /or sanctions being imposed. For further clarification of WSU’s policy please review Section 6-22 of the Policies and Procedures Manual.

Plagiarism is complex because it comes in many shapes and forms, but in simple terms it means copying material from somewhere else and passing it off as your own work, either intentionally or unintentionally. For the sake of clarity, keep in mind the following: every word of your paper is expected to be your own work, written specifically for this class (no resubmitting work from previous classes). It is acceptable to use a few short quotations so long as the source is properly attributed and quotation marks are used, but papers copied in whole or in part are entirely unacceptable. Failure to use quotation marks, even if only by accident, is still plagiarism. If you are caught submitting a copied paper, even if you didn’t mean to, you are guilty of plagiarism and the range of penalties runs from failing the assignment (for the most minor infractions only), failing the class (the most common penalty) or expulsion from the university (for extreme repeat offenders). These penalties also apply to anyone caught cheating on exams.

**ADA Statement:**

Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Service Center. If you choose to do this, be sure and bring me all documents needed so that I can accommodate your needs appropriately.

**Campus Closure:**In the event that WSU is closed for an extended period of time due to an unforeseen event, please access the course website https://learn-wsu.uen.org/login for information on how class will proceed.

Tentative Course Schedule

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| --- | --- | --- | --- |
| Dates | Topics | Assigned Readings | Assignments Due/Quizzes |
| Week 1 | Syllabus and course overview | Course Syllabus |  |
| Week 2 | Foundations for Classroom Management | SWPBIS for Beginners |  |
| Week 3 | Creating a Positive Learning Environment- The Vision | Chap 1, Simonsen et al., 2008 | Article Graphic Organizer #1 |
| Week 4 | Establishing Positive Expectations & Understanding Motivation | Chap 1, TKB 1-27 |  |
| Week 5 | Effective Instructional Practices | Chap 1 & Heward, 1994 | Quiz #1 |
| Week 6 | Effective Instructional Practices (cont.) | TKB 123-131 | IRIS Classroom Management Module Part 1 |
| Week 7 | Environmental Engineering & Classroom Schedule | Chap 2 |  |
| Week 8 | Establishing Classroom Expectations | Chap 3, TKB 28-40 | Quiz #2 |
| Week 9 | Managing Instructional Activities | Chap 4, Ardoin et al., 1999 | Article Graphic Organizer #2 |
| Week 10 | Managing Classroom Transitions & Procedures | Chap 4 | IRIS Classroom Management Module Part 2 |
| Week 11 | Establishing Positive Classroom Consequences & Correcting Inappropriate Behavior | Chap 7 & 9, TKB 79-96 | Quiz #3 |
| Week 12 | Data Collection in the Classroom | Chap 6 |  |
| Week 13 | Creating an Effective Classroom Intervention Plan | Chap 8 | Article Graphic Organizer #3 |
| Week 14 | School & Class-wide Social Skills Instruction | TKB 225-248 | Quiz #4 |
| Week 15 | Social Skills Instruction (cont.) |  | Classroom Intervention Plan |