University of San Diego
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
SPECIAL EDUCATION PROGRAM DEPARTMENT OF LEARNING AND TEACHING

EDSP 371/571
Positive Behavior and Instruction Management in Special Education (3 units)

Fall 2014   **Class hours:** Monday, 4:00 – 6:50 pm   **Room:** Shiley Ctr for Science & Techn 129
Instructor: Maya Kalyanpur, PhD   **E-mail:** mkalyanpur@sandiego.edu   **Phone**: 7655   **Room**: 241 MRH
Student hours: 12:00 – 3:00 pm M, 1:00 – 3:00 W and by appt.
Individual assistance is always available by appointment. I look forward to seeing you during student hours. Stop in.

Course Description

Self-determination knowledge and strategies to provide teachers and students with skills to identify manage and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-22 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies. Assignments for the course are linked to your field experience.

In this course, we will use a disability studies lens to help us understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, pro-active and non-aversive. We will use case studies, video analysis and other problem-solving exercises to analyze the various models and best practices in instruction and classroom organization towards strengthening classroom communities. I hope that you will be able to define your own position with respect to challenging behaviors by the end of the course.

Course Objectives – Aligned with Candidate Unit & Program Outcomes

≈ACE≈

The SOLES Unit: The three School of Leadership and Education Sciences _Unit Candidate Outcomes_ provide the framework under which course objectives, course requirements and the standards-linked _Centerpiece Artifacts_ are organized and evaluated as part of the _Unit Assessment System_. In their _Professional Reflective Portfolio_, candidates begin to practice the construction of their own assessment system within the role of being a lifelong professional learner. Artifacts are chosen, described and displayed in the portfolio as performance-based evaluation evidence aligned with the _National Council for Accreditation of Teacher Education (NCATE): Standard 1 Candidate Knowledge (K), Skills (S),_ and _Dispositions (D)_ demonstrated throughout the course and field experience.

The Special Education Program: The _Unit Candidate Outcomes_ provide the frame upon which course objectives are aligned with the _Council for Exceptional Children_ (CEC) _Knowledge & Skill Base for All Beginning Special Education Teachers: Common Core & Individualized General Curriculum Content Standards_. Course objectives also align with the _Interstate New Teacher & Assessment Consortium principles_ (INTASC) and the _California Commission Teacher Credentialing: Education Specialist Standards_ (CCTC).

The Professional Reflective Portfolio (PRF): The special education electronic portfolio provides a vehicle through which candidates use critical inquiry and self-assessment to develop their skills as lifelong learners in their chosen profession. The portfolio is kept in TaskStream.com. The drf contains all the required _Embedded Signature Assignments_ related to the Preliminary Education Specialist Credential with Mild/Moderate Authorization. It also contains the _Centerpiece Artifacts_ require of M.Ed. Emphasis in Mild/Moderate Disabilities. Collectively the work uploaded to the TaskStream.com _Special Ed Credential & Master Degree Folio_ illustrates a candidate's body of work that represents his or her present level of performance-based competency. The material in the TaskStream.com drf is organized around the

three overarching principles of SOLES listed here as outcome areas of ACE. Under each portion of ACE, learning outcomes are aligned with the Preliminary Education Specialist Credential with Mild/Moderate Authorization standards.

Initial Program: Meets part of CCTC Preliminary Education Specialist Credential with Mild/ Moderate Authorization Standards. The assignments are aligned with the following professional standards and master degree requirements.

CEC Initial Content Standards met:
- 5. Learning Environments and Social Interactions

CTC Education Specialist Preliminary Credential Common Standards met:
- 5: Assessment of Students

- 7: Transition & Transitional Planning
- 11: Typical & Atypical Development
- 13: Curriculum & Instruction of Students with Disabilities
- 14: Creating Healthy Learning Environments

CTC Mild/Moderate Authorization Standards met:
- 4: Positive Behavior Support
- 6: Case Management.

California Teacher Performance Evaluation (TPEs) focused on in course:
- TPE 2: Monitoring Student Learning During Instruction
- TPE 3: Interpretation & Use of Assessment
- TPE 4: Making Content Assessable
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 8: Learning About Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal & Ethical Obligations
- TPE 13: Professional Growth

Graduate Student M.Ed. requirement focused on in course:
- 2: Pedagogical Application – Pedagogy in Practice – Education Specialist Roles Teacher Practitioner
- 3: Foundations Learning & Teaching Inclusive Settings Evidence-Based Theory – Special Education in Academic, Social-Cultural & Behavior Diversity Context

Upon completion of this course, education specialist will demonstrate knowledge and skills to:

Outcome I: Academic Excellence & Critical Inquiry and Reflection

Demonstrate knowledge of how to represent content accurately and competently by effectively applying strategies and techniques in their field of study. Engage in reflective activities, critically analyze their practice and apply higher order thinking skills to a wide array of investigative pursuits.
- Use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations.
- Can safely intervene with individuals with exceptional learning needs in crisis.
- Coordinate all these efforts and provide guidance and direction to paraeducators, and others, such as classroom volunteers and tutors.
- Teach student show to use appropriate self- regulatory and expression skills.

Outcome II: Community & Service

Demonstrate the ability to create and support collaborative learning communities in their professional fields of practice; bridge theory and practice by experiencing various dimensions of the community through active service engagements.
- Actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety an emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs
- Shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self- advocacy of individuals with exceptional learning needs.
- Learn about the effects of student health and safety on learning and study the legal responsibilities of teachers related to student health and safety.
- Learn how personal, family, school, community and environmental factors are related to students' academic, physical, emotional and social well-being.

Outcome III: Ethics, Values and Diversity

Understand and adhere to the values and ethical codes of the university, of schools they work in, and of their professional organizations. Create inclusive, unified, caring and democratic learning communities that value all individuals regardless of background or ability, and equitably support their learning and development.

- Foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
- Help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions.

Required Textbooks

Wheeler, J.J. & Richey, D.D. (2014). *Behavior management: Principles and practices of behavior supports, 3rd ed.* Pearson.

Janney, R. & Snell, M. E. (2008). *Behavioral support: Teachers' guides to inclusive practices, 2nd ed.* Baltimore: Paul Brookes.
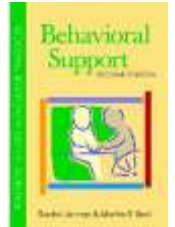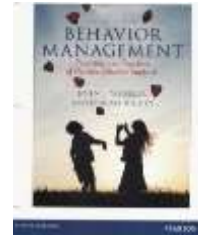
Course Policies

Guidelines for All Written Assignments

In all my years of teaching, I've always returned graded assignments within a week and I expect to be able to do this in this course as well. By the same token, then, I expect you to hand in assignments on the assigned date and time. If you cannot, please bring documentation of the situation that prevented you from completing the assignment on time and remember that I won't be able to get to grading it for a while. In other words, if you want me to return your graded assignment promptly, you will want to hand it in on the assigned date and time and make sure you have a very, very good reason (such as a serious illness or a death in the family) for being late.

You are aspiring or current teachers and I believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. Therefore, I will take these into account when grading your assignments. Please type your assignments in 12-font size.

This course will introduce you to using People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are. You can download a brief reference sheet on this from http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf (also available on Blackboard) and I will expect you to use this language in your assignments. As you get familiar with using People First language, you will learn to notice when it isn't being used and I hope that you will begin to expect others to use it too. As researchers, you will also need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings [see: http://owl.english.purdue.edu/owl/resource/560/01/]. I will take points off your grade if you do not use People First language and APA style.

Requests for Accommodation

Please let me know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Please understand that I will still expect you to maintain performance standards for the course. Do contact me if – and as soon as you realize -- you need help with this and together we can try to work through it.

Grade of Incomplete

I can allow a grade of incomplete ("I") when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. I expect you to explain to me, with valid documentation, why you haven't been able to complete your work and to request an incomplete grade prior to the

posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and me) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, I'm afraid I'm required to give you an "F" grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the "I" grade be converted to a permanent "F" which will be calculated into your overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Email and Internet use

I will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. I hope you will respect your classmates' space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction.
If I determine that an infraction or serious violation has occurred, I can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Attendance, Participation and Professionalism

You should attend every class. I understand that extenuating circumstances arise that can make this difficult, but please let me know before class if you cannot attend, and do contact a peer to get class notes, handouts, etc. and check out Blackboard for the missed class. If circumstances make you miss more than 2 classes during the semester, please contact/ come and see me as soon as possible, so we can discuss the situation.

I hope you will participate actively in this course. I believe this is the best way to engage you in learning the material and it makes the lectures more fun. I welcome your comments, thoughts, and questions on in-class and homework assignments. If the class is too quiet, I may call on students to share their thoughts, not to pick on them but to make the lecture a little more lively and interesting. Having a safe class climate where everyone feels comfortable about sharing is important to me, and may be important to you as future teachers. I hope we can achieve this by showing collegiality, flexibility, respect for class participants by listening to and learning from others and other points of view, and readiness to succeed in cooperative groups. In particular, I would appreciate it if we were all careful in our choice of words to avoid being critical, combative, or offensive.

Course Assignments

As part of the candidate performance-based outcomes required by NCATE and CEC, you are expected to produce and will be assessed on standards-based projects that demonstrate your knowledge, skills and disposition development in your professional field of study. These projects, called Embedded Signature Assignments (ESAs), occur in each Multiple Subject, Single Subject and Special Education credential course. All ESAs must be submitted on a designated Box.com folder in the Teacher Credential TPE Assessment program [on the same day they are submitted directly to me]. The Program Advisor &/or the Coordinator of Special Education can help you if you need further support.

Submission of Embedded Signature Assignment:
Please upload your ESA to: upload.Int_201.100d3n7xc3@u.box.com
File Name Example: Department Code, Course Number-Section Number-Last Name, First Name
- EDSP371-01-Torero, Diego
- EDSP571-01-Torero, Diego

Blackboard-based documents: Most of the readings, assignments and discussion will occur in the Blackboard learning management system. Please check the Course Session Pacer Guide and postings in Blackboard prior to each class. See
https://ole.sandiego.edu/webapps/portal/frameset.jsp

Embedded Signature Assignments for EDSP 371/571: *Positive Behavior Intervention Project*

Your performance is measured at both the course and program level. There are four tasks incorporated into the EDSP 371/571 Embedded Signature Assignment (ESAs). Collectively these tasks will determine your course grade, and will also be evaluated at the program level as part of your teaching credential assessment. ***Master Degree Candidates***: All M.Ed. students will complete an additional scholarly research component for graduate degree credit.

Positive Behavior Intervention Project ESA: You will find the Project "making sense" the more you relate the theory and strategies discussed in class to your experiences or behaviors you observe in the field (in school and/or community settings).

ESA_1: Instructional and Case Management Organizer (25 points)

Individual activity: Create a 5-8 page document that uses evidence-based practices and organizational strategies to self-reflect on how you plan to organize your curriculum instruction, classroom learning community and your various functions of an education specialist. As a newly assigned teacher to a school site you need to design learning and teaching environment that builds upon evidence based best practices.

Your role as an educator: Your master plan needs to cover planning and organizing your space and time, plan the pacing and schedule that allows time to address the CA content standards for a specific grade. You must consider your students and a variety of behavior problems potentially arising from the diversity of students in your classroom. Overarching class rules and procedures along with a plan to deal with inappropriate student and class behavior need to be considered. How will you create a learning community where students with a variety of inappropriate behaviors need to actively learn together in cooperative peer experiences? Decide how you will address inappropriate behaviors that escalate and require more structured positive intervention. Plan how you will facilitate para-educator and inclusive general educator transference and generalization of your management system to other parts of the campus. Besides creating a safe learning environment, how do you plan to ensure your personal life and mental health are nurtured?

Role as a case manager: Your response must demonstrate your awareness and understanding of the complexity of the roles and responsibilities of a Preliminary Education Specialist as a case manager. Woven into your paper must be a discussion and planning for your other education specialist duties. These should include 1) administering, scoring/reporting and interpreting individual standardized assessments, 2) organizing and managing IEP meetings, annual reviews and triennial reviews, 3) dispositions, skill set and approach to co-teaching and other roles when serving students within inclusive general education content classes, 4) teaming and management of roles and responsibilities of para-educators in both the special education and inclusive general education instructional setting, 5) meeting and planning individualized instruction and support strategies general educators should be using when engaging with one or more students on your caseload students as active participants within grade appropriate state mandated content standards instruction, and 6) meeting, planning and collaborating with the families of your special needs students.

Graduate students: Include a minimum of two additional citations from a professional journal or book. Demonstration of graduate level scholarly writing and use of persuasive in-depth analysis skills will affect grading. Undergraduates may do extra work; however, the grading will be based on undergraduate level knowledge, skills and experience. A 300 series special course counts towards a Preliminary Education Specialist Credential. It cannot count a graduate level course upon entering master degree program of study. (See assignment sheet for expanded description of assignment requirements and expectations for graduate and undergraduates.)

ESA_2: Behavior and Social Needs Analysis and Planning Vignettes (Problem-Based Learning) and Positive Behavior Design Tier 1 to Tier 3 Intervention (25 points)

This assignment is designed to use problem-based learning strategies to rectify behavior problems exhibited by students with different mild to moderate disabilities, with a particular focus on students from culturally and linguistically diverse

backgrounds. The team goal is collaboration and communication bridging. The individual task is application of the three-tiered response to intervention model in relationship to inappropriate behaviors.

Individual activity (15 points): You will be assigned a case study of a student labeled as having behavior disorders. You will be expected to read this case study and write a one-page response to the situation described. This response is due on the day (at the beginning of class time) when we will discuss the case study as a class. Your second response based on the class discussion is then due within a week. This assignment is designed to help you enhance your awareness of cultural differences in behavior and develop your critical thinking skills in analyzing professional responses to meet students' needs.

Group Activity (10 points): Come to class having read the case study, prepared to participate in a discussion in groups. Your task will be to engage in analyzing the behavior situation using the same leading prompts as the prompts for your individual written response to the case study.

ESA 3: Functional Behavior Assessment Report (FBA) (25 points)

In cooperative teams, candidates will prepare a Functional *Behavioral Assessment Report for* the individual described in the assigned behavior case scenario. The goal is to demonstrate emerging understanding and competency skills relevant to: a) gathering observable, measurable and archival data, b) synthesizing information in a format that informs key players about what is occurring presently and in the past, and c) examples of clear and succinct visual presentation of information in charts and graphs and d) a summation of the findings that lead to development of a behavior intervention plan (BIP).

Group Activity (15 points): In assigned teams, you will identify and synthesize critical information provided in the case study that informs your strategy for conducting a functional behavior assessment. Then you will identify additional "fictitious" data to round out the antecedent, behavior and consequence analysis. Next your team will meet to review the gathered assessment data to plan and develop a performance report, using the relevant forms included in the Janney & Snell textbook (blank forms are available on Blackboard). Your report should also include charts, graphs, and observation forms, as appropriate, that showcase the collective knowledge base of each group member. The procedures used by each team are required to meet the CA Title V Education Code FBA mandates and federal law.

Individual Activity (10 points): Write a summary report of two to three pages detailing salient target behavior areas. Where directly relevant to the observed and measured behavior you may include identified background-supporting statements. This statement must clearly identify the "function" the target behavior(s) appear to serve for the student and the logic behind the emergency intervention identified to respond to this need. Intended to be a showcase of your scholarship, the individual summary report must include additional grounded citations that explain your decision making process. Undergraduates must cite a minimum of 2 citations; graduates a minimum of 5 citations.

ESA 4: Case Problem-Based Learning: Behavior Intervention Team Plan Report Writing (BIP) (25 points)

Candidates draw upon their team functional behavior assessment report to design a positive behavior intervention strategy intended to ensure student inclusion in age- or grade-appropriate learning or social situations. Candidates demonstrate in a reflective written report the ability to integrate research published in professional journal articles, books and Internet resources into an evidence-based behavior change plan.

Group Activity (10 points): In a group project format, candidates will use data from the assigned behavior case scenario and the information from the team *functional behavior assessment* (FBA) to create a behavior analysis report, stating the targeted student behavior/s in observable and measurable terms. Identify specific strategies to respond to these behaviors and write up your action plan using the relevant forms included in the Janney & Snell textbook (blank forms are available on Blackboard). Graduate students may choose to use the district or agency BIP form currently in use in their district of employment. The BIP procedures used by each team are required to follow the California Title 5 Education Code Section 3052 Positive Behavior Intervention regulations and the course text.

Individual Activity (15 points): Write a summary report of three to five pages in which you provide strategies with evidence grounded citation(s) for selecting specific positive intervention strategies listed in the BIP. Include an evidence-based rationale for each of the named strategies listed, including the author of the technique, the name of the technique and citations of the research-evidenced appropriateness of the strategy/ies. You must ground your BIP Strategies in citations in order to satisfy the No Child Left Behind requirement for evidence-based research practices. This summary must clearly identify under what conditions and in what settings the positive strategies will be applied. Include descriptions of the observable measurements you plan to implement to formatively monitor the BIP. This is intended as the showcase of your scholarly abilities. Undergraduates include minimum 3 citations, graduates a minimum of 5 citations.

Assessment Plan/Grading Criteria

Grade distribution	
Assignment	**Points**
ESA_1: Instructional and Case Management Organizer *(Rubric Factors Evaluated: 1, 5, 6, 7)*	25
ESA_2: Behavior and Social Needs Analysis and Planning Vignettes (Problem-Based Learning) and Positive Behavior Design Tier 1 to Tier 3 Intervention *(Rubric Factor Evaluated: 2)*	25
ESA_3: Functional Behavior Assessment Report (FBA) *(Rubric Factors Evaluated: 4, 7)*	25
ESA_4: Case Problem-Based Learning: Behavior Intervention Team Plan Report Writing (BIP) *(Rubric Factors Evaluated: 4, 7)*	25
Total	100

Grade determination			
Grade	Percentage equivalence	Grade	Percentage equivalence
Acceptable grade*		Unacceptable Grade*	
A	96-100	C+	78-82.9
A-	93-95.9	C	75-77.9
B+	88-92.9	C-	73-74.9
B	85-87.9	F	Below 73
B-	83-84.9		

__Note__: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Additional Master's Degree Criteria: Master Degree Centerpiece Assignments (MDCA)

Each course assignment contains undergraduate and graduate degree-specific assessments of research and scholarship. Additionally, graduate students are assessed on the following criteria:

- Scholarly Professional Writing Conventions
- Professional Development Planning & Delivery
- Collaboration
- Overall Productivity & Effort (includes attendance, effort in class activities, ability to integrate readings and discussion into class problem-solving activities.)

Credential & Degree Level Measurement Knowledge, Understanding and Evidence-Based Demonstrated Level of Competency	
Level 1	Developing
Level 2	Meets Expectations
Level 3	Exceeds
Level 4	Exemplar Mastery

The Rubrics used to evaluate Credential Level Embedded Signature Assignments (ESAs) and Master Degree Level Centerpiece Artifacts (MDCAs) are progress indicators of qualifying for the next step or the final recommendation. You cannot translate a Rubric Level of Performance directly into a letter grade for a course where the assignment was completed and you may not pass to the next step if you have any scores at the Level 1 performance rating. If you have questions, discuss them with your Program Advisor and/or the Special Education Program Coordinator.

Course Outline*

**Syllabus is subject to change. You will be notified of revisions or changes during class and/or via e-mail. Readings and assignments are due the week they have been assigned. Remember to bring your text and a wireless equipped computer to access course content material in Blackboard.*

Week	Topic	Reading/ Assignments Due
1: 9/8	Course Introduction and Overview Disciplinary styles	Let's use name tags!
2: 9/15	Traditional and Current Models of Behavior Support Positive Behavior Support	Read (1) Wheeler & Richey (2014) Ch 1 *Understanding behavior in children and youth* and (2) Janney & Snell (2008) Ch 1 *Positive behavior support*
3: 9/22	School-wide PBS and Selected Interventions for At-Risk Students	Read: (1) Janney & Snell Ch 2 *Schoolwide positive behavior support*, and (2) Ch 3 *Selected interventions for at-risk students*
4: 9/29	Conducting Classroom Observations *Small groups for behavioral intervention plans*	Read (1) Rao, et al. (2003). *Using narrative logs: Understanding students' challenging behavior.* (2) Guardino & Fullerton (2010). *Changing behaviors by changing the classroom environment* (Available on Blackboard), (3) Wheeler, Ch 4 *Prevention through effective instruction*
5: 10/6	Conducting a Functional Behavior Assessment	Read (1) Janney, Ch 4 *Individualized PBS,* (2) Wheeler, Ch 5 *Understanding FBA*

6: 10/13	Conducting a Functional Behavior Assessment (cont'd)	*ESA_1: Instructional and Case Management Organizer due*
7: 10/20	Behavior and Social Needs Analysis *In-class small group discussion*	Read assigned case study *ESA_2: Behavior and Social Needs Analysis and Planning Vignettes initial response due before class*
8:10/27	Applied Behavior Analysis Teaching Pro-Social Skills: Skillstreaming	Read (1) Kluth (2003). *"You're going to Love this Kid!" Rethinking behavior: Positive ways to teach and support* and (2) McGinnis, (2011) *Skillstreaming the elementary school child*. (Available on Blackboard) *ESA_2: Behavior and Social Needs Analysis and Planning Vignettes final response due*
9: 11/3	Teaching transitions and choosing reinforcers	Read (1) Scheuermann & Hall *Teaching transitions: Techniques for promoting success between lessons* (2)Wheeler, Ch 9 *Using reinforcement to increase appropriate behavior* *ESA 3: Functional Behavior Assessment Report due*
10: 11/10	Social Stories Single subject design	Read (1) Grey (2011) *Social stories* and (2) Wheeler Ch 6 *Single subject design*
11: 11/17	Conducting Behavior Intervention Plans (BIPs)	Read (1) Wheeler, Ch 7 *Planning behavior supports* (2) Janney, Ch 5 *Designing, using and evaluating PBS*
12: 11/24	Conducting BIPs (cont'd)	
13: 12/1	Conducting BIPs (cont'd)/ Cognitive Behavior Therapy	Read (1) Sheffield & Waller (2010). *A review of single-case studies* and (2) Patton, Jolivette, & Ramsey, M. (2006). *Self-monitoring*
14: 12/8	Partnerships with Families: Diversity	Read Rao & Kalyanpur (2002) *Promoting home school collaboration in positive behavior supports*
15: 12/15	Presentations of Social Stories	*ESA 4: Behavior Intervention Team Plan Report due*

Reference List

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