



Semester: Fall 2021

EDTE 313/513: Positive Behavior Supports for Family, School, and Community Engagement

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Section	EDTE 513.02	EDTE 313/513.03	EDTE 313/513.01
Venue	MRH 102	MRH 211	201 MRH
Days/Times	Wednesdays 4:40-7:30pm	Wednesdays 4:40-7:30pm	Wednesdays 1:00-3:50pm
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Course Description

This course is designed to provide educators with the skills required to work effectively with families, school, and community in creating a safe, positive, and engaging environment to meet the needs of all learners. The course uses a disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. Candidates will learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. There will be a strong emphasis on the development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. Additional focuses will include collaboration, development of communication and active listening skills, problem-solving, and methods for accessing educational and developmental service delivery systems. Candidates will demonstrate competence in PBIS strategies such as social-emotional learning, restorative practices, and trauma-informed healing practices. Candidates will identify services and resources for an Individualized Transition Plan (ITP), including postsecondary transition.

DLT Program Themes:

We see education as a lever for social justice expressed in our commitment to:

1. Diversity & inclusion
2. Changemaking for a more just world
3. Critical Inquiry
4. Internationalization & Global Citizenship

Course Objective/Student Learning Outcome:

Diversity & Inclusion: *By the end of the program, students will:*

- Demonstrate skills required to work effectively with the families, school, and community. (*EdSpec TPE 1.5, 2.2, 2.4, 2.6, 2.7, 4.6, 4.7; GenEd TPE 1.2; NBPTS 1, 5; InTASC 3, 5*)
- Identify a cross section of theories, models, legal and ethical variables relevant to orchestrating learning across PK-12 settings where individuals with and without individualized education plans (IEPs) are receiving instructional, social, behavioral and transition life-skill services. (*EdSpec TPE 1.5, 2.2, 2.3, 2.4, 2.6, 2.7; GenEd TPE 4.1, 4.2, 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8; NBPTS 1, 4; InTASC 1, 5, 6*)
- Development of cultural competence as candidates learn to understand family systems and family life stages, transition challenges, the importance of collaborative parent-professional relationships, parent advocacy, and development of cooperative intervention programs. (*EdSpec TPE 1.5, 5.4; GenEd TPE 1.1, 6.4, 6.5, 6.6; NBPTS 1, 4; InTASC 5*)

Changemaking for a more just world: *By the end of the program, students will:*

- Create a safe, positive, and engaging environment to meet the needs of all learners. (*GenEd TPE 1.8, 2.1, 2.2, 2.4, 2.5, 2.6, 4.1, 4.2, 4.5; NBPTS 3, 4; InTASC 3*)
- Learn and apply positive behavioral interventions and supports (PBIS) and functional behavior analysis (FBA) to understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, proactive and supportive towards students' growth. (*EdSpec TPE 2.2, 2.4, 2.5, 2.6, 2.7, 4.3, 4.6, 4.7, 5.4; GenEd TPE 1.1, 1.3, 1.8, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8; NBPTS 3, 4; InTASC 1, 3, 6*)
- Development of communication and problem-solving skills, active listening, utilization of parent interview techniques in family assessment, and methods for accessing educational and developmental service delivery systems. (*EdSpec TPE 4.7; GenEd TPE 1.2, 6.4; NBPTS 5*)
- Demonstrate competence in PBIS strategies such as trauma-informed practices, restorative practices, and social-emotional learning. (*GenEd TPE 1.8, 2.1, 2.2, 2.4, 2.5, 2.6; NBPTS 1, 4; InTASC 1, 3, 6*)

Critical Inquiry: *By the end of the program all students will:*

- Implement effective and professional collaborative strategies in working with stakeholders (families, other educators, paraprofessionals, administration, district personnel, community-based organizations, and outside agencies). (*EdSpec TPE 1.1, 4.6, 6.1; GenEd TPE 1.2, 1.8, 6.4, 6.5, 6.6; NBPTS 3, 4, 5; InTASC 5*)

Internationalization & Global Citizenship: *By the end of the program all students will:*

- Demonstrate ability to connect disability studies lens, focusing on a strengths-based understanding of families and the influence of social and cultural factors on the lived experience of disability. (*EdSpec 1.5; GenEd TPE 1.1, 6.1, 6.2, 6.4, 6.5, 6.6; NBPTS 4, 1, 9*)
- Collaborate with stakeholders in developing postsecondary transition plan (*EdSpec 1.5, 4.7; GenEd 4.5, 4.6, 5.8; NBPTS 1, 3, 5; InTASC 5*)

Textbooks: There are no textbooks for this course. Instead you are assigned specific readings that are available via Copley library.

Course Requirements:

Focus Students: Work with your cooperating teacher to choose 3 students from your assets-based class observation whom you would like to focus on. We recommend you choose students with the following identifiers: 1) students identified by the district/school with an IEP or 504 Plan or for the GATE program, 2) students whose life experience(s) either inside or outside of school may result in the need for additional academic and/or emotional support and whose behavior in class catches your attention. **As you will be conducting a conversation with one of your focus student's families, make sure that one of your focus students is a student whom your cooperating teacher believes you will have access to for this purpose.**

1. Classroom Observation

The purpose of this assignment is to give you an opportunity to observe (a) the classroom you are placed in and try to see it as your students would, and (b) how students might behave differently in different contexts. More details on this assignment and success criteria are provided in Instructions on Classroom Observation. Submission points for observation and reflection = 100.

2. Student Interest Inventory

There are many ways to get to know the students in your classroom. Based on interest inventories, interviews, assessments, and observations you have encountered in this course, in the field, and developed from your own experience, you will construct and implement an assets-based student interest inventory to further learn about the students in your class or your current placement. Please make sure your items are age appropriate and culturally responsive. More details on this assignment and success criteria are provided in Instructions on Student Interest Inventory. Submission points for implementation and reflection = 100.

3. Family/Parent Conversation

Families' perspectives of their child and schooling can differ considerably from that of the school. This is an opportunity for you to "meet families where they are" (Ocasio-Stoutenberg & Harry, 2021) and learn the parent's story and to understand how listening to families can inform professional recommendations and decisions. For this assignment, you will connect with the parent or guardian of one of your focus students to conduct a conversation. More details on this assignment and success criteria are provided in Instructions on Family Conversation. Submission points for family connection meeting and reflection = 100.

4. Universal PBIS Intervention (CTC Assessment Ed Specialist Mild/Moderate Disability Standard 2 & 6)

Based on your analysis of the data you gathered from three sources (classroom observation, student interests survey, and parent conversation), you will design and implement a Tier 1 (Universal) intervention or healing practice in the classroom to benefit all the students, including three focus

students. Over six weeks, you will collect data to monitor the progress of your focus students and evaluate the effectiveness of your intervention. You will participate in two PBIS meetings to get and give feedback from/to your peers on your design and analysis. More details on this assignment and success criteria are provided in Instructions on Universal PBIS Intervention. Submission includes (a) design of intervention informed by three data sources, (b) analysis of effectiveness of intervention informed by progress monitoring data, and (c) critical reflection for total point value = 100.

5. Family and Educator Transitions Resource Folder. (CTC Assessment Ed Specialist Mild/Moderate Disability Standards 1 & 7)

This is a group project- Providing the students, families, and other educators of your students with disabilities with relevant and accurate information about available services and their rights is an important aspect of being a teacher. Groups include transitions from: TK-K/1, Elementary to Middle School, Middle School to High School, High School to Adulthood (diploma/certificate), High School to 18-22 Program, 18-22 to Adulthood. More details on this assignment and success criteria are provided in Instructions on Family Resource Folder. Submission points for development and reflection = 100.

Grading

Assignment	Points	Percentage of grade
Classroom Observation	100	20
Assets-based Student Interest Inventory	100	20
Family/Parent Connection Meeting	100	20
Universal Intervention PBIS Meetings	100	20
Family and Educator Transitions Resource Folder	100	20
Total	500	100

Grade determination			
Grade	Percentage equivalence	Grade	Percentage equivalence
A	96-100	B	85-87.9
A-	93-95.9	B-	83-84.9
B+	88-92.9	Below B-	<i>A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.</i>

Course Policies

General wellness

Although we have returned to campus this year, the effects of the COVID-19 global pandemic continue to shape everyday life. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, trauma, alcohol and other drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities. USD Student Wellness offers services to assist all students if you or a friend are experiencing concerns. Please visit the "You are USD" website at <http://sites.sandiego.edu/youareusd/> or call (619) 260-4655. Emergency services are also available 24/7 through Public Safety at (619) 260-2222.

Attendance

Students are expected to attend class regularly. I will be taking attendance in each class even though it is not part of your grade, as a way to check in on you. However, **please stay home if you are sick**. The COVID-19 pandemic has taught us that we need to change the way we behave when we have symptoms. Please stay home to keep others healthy. If something arises in your life that prevents you from attending class, please reach out to me to let me know. When you are absent, it is your responsibility to get good notes from a classmate, review the lecture slides, and complete the assigned homework for the day you missed. After you have reviewed all that on your own, you are welcome to come see me in office hours with any questions or clarifications.

Assignment Due Dates

Sometimes life gets in the way of meeting deadlines. You have 2 no-questions-asked grace periods for any 2 assignments in the course. Each grace period lasts 2 days. That means if a project is due on Wednesday, you can take an automatic extension until Friday. You may not ever need them, but they are there if you do. If you need more than 2 days, we can discuss that possibility. All assignments should be submitted using Blackboard's "submit assignment" link.

Behavior Expectations

Please be respectful of each other, the instructor, and any guest presenters while in class. We are all here to learn together.

Accommodating Learning Differences

It is important to me that this course is accessible to all students. If you have, or believe you may have, a disability or may need accommodations I encourage you to reach out to our Disability and Learning Differences Resource Center (260-4655) <http://www.sandiego.edu/disability/> early in the semester so that reasonable accommodations may be implemented as soon as possible. If issues arise as the course moves forward, please reach out to me and we can brainstorm study strategies and possible alternatives to help you succeed in the course.

USD Writing Supports

SOLES offers free writing coaching to all students, of all skill levels at all stages of the writing process through the SOLES Graduate Student Writing Center. For more information visit <https://www.sandiego.edu/soles/current/writing-center.php#content-accordion2>

Grade of Incomplete

The grade of Incomplete (“I”) may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student’s responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the “I” grade will become a permanent “F.” A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Attempts to complete an incomplete after the 10-week deadline require the approval of the Associate Dean of the School of Education.

Basic Needs Acknowledgement

Any student who faces challenges securing food or reliable housing, which may affect their academic performance in this course, is urged to contact the instructor and/or the Student Affairs Office (UC 232). If you find yourself in this situation, please reach out so that you can gain access to the USD Food Pantry, Torero Closet, or other resources on or off campus.

SOLES Online Course Evaluation

Student evaluations in SOLES are collected via an on-line system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Expectations for the Instructor

The instructor is expected to facilitate learning, to answer questions appropriately, to be fair and objective in grading, to provide timely and useful feedback on assignments, to maintain adequate office hours, and to treat students as they would like to be treated in their place. Please reach out to me (anonymously or not) if you have feedback or concerns about how well I am living up to these expectations.

Academic Integrity

Plagiarism and cheating are serious offenses that undermine the integrity of any academic institution. Plagiarism occurs when an idea is taken from a source other than the writer without citing that source. Quoting and paraphrasing ideas without citations are a form of plagiarism. Plagiarism and cheating on exams and/or assignments will most often result in an automatic “F” for the assignment and, as required, a report to

the academic dean. Students are held accountable to USD's honor code policy. For definitions and details, see: www.sandiego.edu/conduct/documents/HonorCode.pdf

Kumeyaay Land Acknowledgement

We acknowledge that the land on which we gather is the traditional and unceded territory of the Kumeyaay Nation, and pay respect to the citizens of the Kumeyaay Nation, both past and present, and their continuing relationship to their ancestral lands.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Selected Bibliography:

Alexander, M. (2010). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Bateman, D.F., & Jones, M.G. (2010). Due Process Hearing Case Study. *Teaching Exceptional Children*, 42(6), 71-73.

Bellini, S., Benner, L., & Peters-Myszak, J. (2009). A systematic approach to teaching social skills to children with autism spectrum disorders: A guide for practitioners, *Beyond Behavior*, 19(1), 26-39.

Chappuis, J. (2015). *Seven Strategies of Assessment for Learning (2nd Edition)*. Pearson Education, Inc.

Couvillon, M., Peterson, R. L., Ryan, J. B., Scheuermann, B., & Stegall, J. (2010). A review of crisis intervention training programs for schools. *Teaching Exceptional Children*, 42(5), 6-17.

Cumming, T. M. (2010). Using technology to create motivating social skills lessons. *Intervention in School and Clinic*, 45(4), 242-250.

Gongola, Leah, C., & Daddario, R. (2010). A practitioner's guide to implementing a differential reinforcement of other behavior procedures. *Teaching Exceptional Children*, 42(6), 14-20.

Graetz, J. E., Mastropieri, M. A., & Scruggs, T. (2006). Show time: Using video self-modeling to decrease inappropriate behavior. *Teaching Exceptional Children*, 38(5), 43-48.

Greene, R. (2008). Kids do well if they can. *Phi Delta Kappan*, 44(9), 160-167.

Guardino, C. A., & Fullerton, E. (2010). Changing behaviors by changing classroom environment. *Teaching Exceptional Children*, 42(6), 8-13.

Hulac, D. M., & Benson, N. (2010). The use of group contingencies for preventing and managing disruptive behaviors. *Intervention in School and Clinic*, 45(4), 257-262.

- Jones, V.L., & Higgins, K. (2010). Considering the constructs of resiliency when planning for students with learning disabilities. *Intervention in School and Clinic*, 1-4.
- Leininger, M., Dyches, T., Prater, M. A., & Heath, M. A. (2010). Teaching students with obsessive-compulsive disorders. *Intervention in School and Clinic*, 45(4), 221-231.
- Lo, L. & Hiatt-Michael, D. B. (2014). *Promising practices to empower culturally and linguistically diverse families of children with disabilities*. Family School Community Partnerships Issues. Charlotte: Information Age Publishing.
- McCoy, K.M. (2011). *Autism from the teacher's perspective: Strategies for classroom instruction*. Denver: Love.
- Rossetti, Z., & Goessling, D. P. (2010). Paraeducators' roles in facilitating friendships between secondary students with and without Autism Spectrum Disorder or developmental disabilities. *Teaching Exceptional Children*, 42(6), 64-70.
- Sharkey, J., You, S., Morrison, G., & Griffiths, A. (2009). Behavioral and emotional rating scale-2 parent report: Exploring a Spanish version with at-risk students. *Behavioral Disorders*, 35(1), 53-65.
- Sheffield, K., & Waller, R. (2010). A review of single-case studies utilizing self-monitoring interventions to reduce problem classroom behaviors. *Beyond Behavior*, 19(2), 7-13.
- Trolley, B. C., & Hanel, C. (2010). *Cyber kids, cyber bullying, cyber balance*. Thousand Oaks, CA: Corwin.
- Turnbull, A., Turnbull, H.R., Erwin, E.J., Soodak, L.C. & Shogren, K.A. (2015). *Families, professionals and exceptionalities: Positive outcomes through partnerships and trust, 7th ed*. Boston: Pearson.
- Costello, B., Wachtel, J., & Wachtel T. (2010). *Restorative Circles in Schools: Building Community and Enhancing Learning*. Bethlehem, PA: International Institute for Restorative Practices.
- Kalyanpur, M. & Harry, B., (2012). *Cultural reciprocity in special education: Building reciprocal family-professional relationships*. Baltimore: Brookes. ISBN-13: 978-1598572315 ISBN-10: 1598572318
- Souers, K., & Hall, P. (2016). *Fostering resilient learners: Strategies for creating a trauma-sensitive classroom*. ASCD.
- Trainor, A. A. (2017). *Transition by design. Improving equity and outcomes for adolescents with Disabilities*. New York: Teachers College Press. ISBN: 9780807758403 (paperback) ISBN: 9780807775769 (ebook)
- Zacarian, D., Alvarez-Ortiz, L., & Haynes, J. (2017). *Teaching to strengths: Supporting students living with trauma, violence, and chronic stress*. ASCD.

Course Outline (This schedule is subject to change. Please note color coding of specific classes)

Date/ Session	Topic	Assignment due	Homework for next week
	Flipped classroom		
	Trauma-informed practices will be presented in this class. You have the choice to skip this class with no penalty (make sure you get the notes from your classmates later).		
1 9/1	PBS 1: School-wide Intro to course, syllabus, MTSS/ RTI/ PBIS		<p>Complete: Reflection on authority Read: Introduction to <i>Circle Forward</i> (Nancy Reistenberg) "Safety and Pies" Suspension as a Form of Exclusion in San Diego County "Five Critical Facts" For use in class 9/8: this infographic</p> <p>Watch: USD Center for Restorative Justice: "What is Restorative Justice?" PPT video: "Restorative Justice Practices"</p>
2 9/8	RP 1: School-wide Theory of RP Understanding behavior from RP perspective	Submit reflection on authority	<p>Complete: Reflection on harm Listen: PPT on Effects of Social Inequities on CLD Families Podcast: Nice White Parents (Ep. 1) Complete: Community assets inventory OR Applesseed Project Parent Walkthrough Optional: Watch video: sample of family conversation: Katherine/Maya (30 min)</p>
3 9/15	Families 1: School-wide Community context	Submit reflection on harm	<p>Complete: Classroom Observation and Reflection</p> <p>Identify:</p> <ol style="list-style-type: none"> 1. Identify focus students 2. One caregiver from the three focus students who would be willing to participate in the family connection meeting. Contact them to set up a time and place for the meeting. <p>Watch:</p> <ol style="list-style-type: none"> 1. PPT video: Overview of Classroom-Wide PBIS (30:22) 2. Every kid needs a champion (Rita Pierson) (7:48) (optional) <p>Read:</p> <ol style="list-style-type: none"> 1. Creating a Culturally Responsive Community for Learning (Hammond, 2015) p. 142-151

			<p>2. Why SEL Alone Isn't Enough (Simmons, 2021) p. 1-11</p> <p>3. Jigsaw Reading:</p> <ul style="list-style-type: none"> Last Name A-K) Creating a Strength-Based Classroom Learning Environment (Zacarian, Alvarez-Ortiz, & Haynes, 2017) p. 53-82 (Last Name J-Z) Cultivating Compassion in the Classroom (Jennings, 2019) p. 146-163
<p>4 9/22 1pm MRH 201 4:40pm MRH 102</p>	<p>PBS 2: Classroom-wide Slide deck for class Classroom-based PBIS; Getting to know your students; Healing practices Group Activity: Classroom PBIS Partner Feedback Activity: Create Student Inventory</p>	<p>Submit Classroom Observation and Reflection</p>	<p>Complete: Implement Student Interest Inventory w/one class</p> <p>Watch: PPT video: Community Building Circles Recorded examples of community-building circle (select one)</p> <ul style="list-style-type: none"> High school community building circle Grade 5/6 circle <p>Read: Circle Forward, intro-p.41 Better Than Carrots or Sticks, Ch. 4, Smith Fisher & Frey</p>
<p>5 9/29 1pm MRH 201 4:40pm MRH 102</p>	<p>RP 2: Classroom-wide Analyze results of inventory in groups Model community-building circles (fishbowl exercise) Debrief and discussion of exemplars Circle design assignment</p>	<p>Submit Student Interest Inventory results and analysis</p>	<p>Complete: 1. Family Conversation and reflection</p> <p>Watch: 1. (All) Video/PPT on Cultural Reciprocity (15 min) 2. (All) Video: sample of family conversation: Katherine/Maya (first 12 min only)</p> <p>Read/Watch:</p> <ol style="list-style-type: none"> Secondary/middle level: Watch Who Cares about Kelsey? (1 hour) Elementary/ Primary level: Read Zora: "On being Out-Standing" from Shalaby (pp. 1 - 39).
<p>6 10/6 1pm MRH 201 4:40pm MRH 102</p>	<p>Families 2: Classroom-wide Getting to know your students' families; Cultural reciprocity Discussion on Kelsey & Zora case studies; class share-out</p>	<p>Submit Family Conversation and Reflection</p>	<p>Watch: 1. Video: PBIS Meeting #1 (25:04)</p> <p>Read: 1. Smith, Fisher, & Frey (2015) Chapter 3 Better than Carrots and Sticks 2. Leveled Reading: a. Elementary: Kluth (2010) Chapter 9 "Rethinking Behavior" b. Secondary: Freeman et al. (2018)Chapter 5 "Stronger Together"</p>

7 10/13 Online zoom	PBS 3: Student-centered A Slide Deck for Class 7 PBIS Meeting #1: Analysis of Data to Inform Intervention (Possible Interventions: Designing Circle, SEL, healing practices, executive functioning) Data collection		Watch: <ol style="list-style-type: none"> 1. PPT video, "Restorative Practices That Respond to Harm" 2. Circles that respond to harm (Fairfax County Schools) Read: <ol style="list-style-type: none"> 3. Read: Ch. 5, Better Than Carrots or Sticks 4. Read: case study for in-class conference 5. Preview: Restorative Conference Facilitation Script
8 10/20	RP 3: Student-centered A Responding to Incidents of Harm Intro to Conferencing	Submit the final circle you have designed	Continue implementation and data collection on PBIS Intervention Watch: <ol style="list-style-type: none"> 1. Healing Practices Video (TBD) Read: <ol style="list-style-type: none"> 1. Helping Traumatized Children Learn (2005) Ch 1 (p. 15-41) or watch videos on this webpage 2. When Schools Cause Trauma 3. Compassion Fatigue (DuBois & Mistretta, 2020) (p. 1-16)
9 10/27	PBS 4: Student-centered B Learning recovery, SEL (Healing Practices) Using Healing Practices to Build on Strengths: SEL and Executive Functioning Healing Practices to Prevent Compassion Fatigue Mandated reporting	Submit PBIS/Healing practice you have designed	Complete: <ol style="list-style-type: none"> 1. Group Meeting: Touch base PBS meeting check-in 2. Continue implementation and data collection on PBIS Intervention Watch: PPT on legal rights Video on family conversation Katherine/Maya (30 minutes) Read: <ol style="list-style-type: none"> 1. All read case study: Althea: "We are Warriors" from Ocasio-Stoutenburg & Harry 2. Leveled Reading: <ol style="list-style-type: none"> 1. Secondary/ middle: Read Jenny: "This is a Family" from Ocasio-Stoutenburg & Harry 2. Elementary/ primary: Read case study: Marcus "On being Good" from Shalaby
10 11/3	Families 3: Student-centered A Legal rights of Parents and the advocacy expectation Role play on IEP meeting Althea, Marcus & Jenny case studies	What is a manifestation determination?	Continue implementation and data collection on PBIS Intervention Watch: <ol style="list-style-type: none"> 1. PPT video: Safe and Supportive Re-entry into the School Community

	Manifestation Determination		<p>2. Restorative Welcome and Re-entry Circle</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Circle guide for class 2. CA Dept. of Ed Safe and Supportive Schools page 3. Example school safety plan
11 11/10	RP 4: Student-centered B Re-entry RP and supporting school safety		<p>Continue implementation and data collection on PBIS Intervention</p> <p>Watch:</p> <ol style="list-style-type: none"> 1. Transition and Support Services for San Diego Video (TBD) <p>Read:</p> <ol style="list-style-type: none"> 1. Shalaby “A Letter to Teachers” 2. DCDT Fast Facts: Culturally Responsive Transition 3. Trainor (2017) Chapter 2: Transition Education as a Cultural Practice
12 11/17 Online Zoom	Families 4: Student-centered B Transition services Guest speaker panel on transitions Family Resource Folder (In-class groups)		<p>Complete</p> <ol style="list-style-type: none"> 1. Implementation and data collection on PBIS Intervention 2. Family Resource Folder <p>Watch:</p> <ol style="list-style-type: none"> 1. PBIS Meeting #2 Video (TBD) <p>Read:</p> <ol style="list-style-type: none"> 1. Collaboration Beyond Compliance (Friend & Cook, 2013) 2. 90 tips (2021)
11/24	Thanksgiving Break		
13 12/1 Online zoom	PBS 5: Student-centered C Behavioral outcomes PBIS Meeting #2 : Bring your findings and preliminary analysis SMART Goals		<p>Complete:</p> <ol style="list-style-type: none"> 1. PBIS Intervention and healing practice data collection and critical reflection
14 12/8	Class presentations Presentations on Family Folders Circle: One take-away from your implementation of intervention	Submit: 1. Universal Intervention and Reflection 2. Group family folders	