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### EDSP 461.50: Positive Behavior Supports

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<p><b>Professor:</b> Morgen Alwell, PhD <b>Office:</b> 306 Education <b>Work phone:</b> 406-243-5512 <b>E-mail:</b> <a href="mailto:morgen.alwell@umontana.edu">morgen.alwell@umontana.edu</a> <b>Office Hours:</b> By appointment (best) <b>Course Credits:</b> 3.0</p>	<p><b>Meeting Days:</b> Course will be fully online, with asynchronous weekly lessons.</p> <p><b>Zoom Meetings:</b> There will be a few real-time meetings offered online, TBA.</p>
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Please note: Because of the pandemic and the switch to online instruction, as well as associated challenges with fieldwork settings, there likely will be minor adjustments made to this syllabus as the course proceeds. Please remain flexible and we will make it work together. Thanks!

### Welcome to Positive Behavior Supports!

This course is focused on an educative approach to understanding and replacing problem behaviors. We will study current, evidence-based principles and practices for positive behavioral interventions and supports (PBIS). The underlying framework is that *preventing* misbehaviors, and *teaching* and *reinforcing* prosocial behaviors is integral to effective teaching and student achievement. We will begin our study with school and classroom systems [*universal* supports], as well as trauma-informed practices, and then spend the majority of the semester on methods to address challenging behaviors exhibited by a minority of students. These methods include functional behavioral analyses, and developing and implementing hypothesis-based interventions through systematic, comprehensive individualized behavioral supports.

**A 30-hour companion fieldwork experience is required.**



### Required texts:

Chandler, L.K., & Dahlquist, C.M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Bambara, L., Janney, R., & Snell, M.E. (2015). *Behavior support: Teacher's guide to inclusive practices* (3<sup>rd</sup> ed.). Baltimore: Paul Brookes.

### Recommended texts:

There are many! I will highlight more in class, but here are a few:

Alberto, P.A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Upper Saddle River: Merrill/ Prentice-Hall.

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Chistiansen, K., & Strain, P. (2018). *Prevent-teach-reinforce: The school-based model of individualized positive behavior support* (2<sup>nd</sup> ed.). Baltimore: Paul Brookes.

Knoster, T., & Drogan, R. (2016). *The teacher's pocket guide for positive behavior classroom solutions*. Baltimore: Paul Brookes.

Wong, H.K., & Wong, R.T. (2018). *The first days of school: How to be an effective teacher* (5<sup>th</sup> ed.). Mountain View, CA: Harry K. Wong Publications. [www.effectiveteaching.com](http://www.effectiveteaching.com)

*Additional readings will be assigned and most will be made available on our Moodle course site.*

### **Course format:**

This course will be taught through online weekly lessons, and will include videos, instructor presentations (recorded), readings, and a variety of activities. There will also be approximately four real-time class meetings on Zoom offered during the semester. Students should plan to spend a *minimum* of 3 hours per week completing the activities and responses each week, with **additional** time for reading and assignments as needed. This is commensurate with 15-hours per-credit-hour of contact time required during the face-face semester (45 hours for a 3-credit class), with an expectation of an additional 1-3 hours of homework time weekly. Please note: There is also an individually assigned 30-hour **fieldwork component** in a local school/ classroom, if permitted by current pandemic restrictions. This will be worked out during the first few weeks of the semester.

### **Course objectives:**

Aligned with the Council for Exceptional Children's (CEC's) Educator Preparation Standards and the preparation of School Counselors. Students who successfully complete the course will be able to:

1. Describe past and current perspectives on how challenging behaviors are conceptualized. Articulate the historical treatment of persons with disabilities and challenging behaviors, and the rationale for positive behavioral supports.
2. Explain the components of effective school-wide and classroom positive behavior support models.
3. Understand the impact of trauma on learning and articulate a number of trauma-informed best practices in schools.
4. Design a draft of a comprehensive class-wide behavior management plan.
5. Understand the legal mandates of the Individuals with Disabilities Education Improvement Act (IDEIA, 2004) related to student conduct and behavioral supports.
6. Identify, understand and utilize a variety of formal and informal assessment tools to understand behavioral challenges, and to design, implement and evaluate interventions.
7. Become familiar with these essential methodologies of behavioral support: person-centered planning, quality of life issues, hypothesis-based interventions, crisis management, and trauma-informed practices.
8. Understand the role of applied behavioral analysis (ABA) in developing positive behavioral supports, define associated terms, and incorporate this technology into individualized behavior support plans when appropriate.
9. Appreciate the importance of working with a collaborative, multidisciplinary team in the identification and treatment of problem behaviors.

10. Develop quality individualized, solution-focused positive behavior support plans: Conduct a functional assessment, design an ethical intervention based on assessment data, implement the plan and document student performance, and evaluate and revise the plan, as needed.
11. Identify and understand empirical evidence for behavioral interventions and supports, and select evidence-based practices to design and implement individualized behavioral support plans.
12. Extend and elaborate on behavioral support concepts at the classroom, school, and community levels; also identify local and regional resources for PBIS.

## Course Guidelines

### *Accommodations*

If you have a documented disability and would benefit from accommodations in this class to facilitate your participation and learning, I will gladly work with you and/or staff at Disability Services for Students (DSS) to make these accommodations. Please contact me through email or in person as soon as possible to make a plan for these accommodations. Every effort will be made to keep sensitive information confidential.

### *Person-first language*

When referring to persons with disabilities, it is most respectful to use “person-first language”. That means that we emphasize the *person* before the disability. For example, we would say, “a child with autism” *not* “an autistic child”, or she “uses a wheelchair”, *not* she is “wheelchair-bound”. Please practice using person-first language discussion forums and in your written assignments. If you have questions or need to review the criteria for using respectful, person-first language, see p. 76 of the *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.) (APA, 2009).

### *Conduct code*

Students are expected to know, understand and comply with the academic honesty policies as described in the University of Montana [Student Conduct Code](#). You must do your own work on assignments, and all written work submitted for a grade must be original or properly cited. Please be especially careful with any information copied or remembered from another source (e.g., a website); even when you are paraphrasing ideas, the source must be cited. If you have any questions, please consult with Dr. Alwell.

**Note:** This course includes a fieldwork component; be especially careful to *preserve respect and confidentiality* in your work with and about students and other individuals in these sites. This is critical; all written projects (and classroom discussions) must contain pseudonyms or initials of students only.

### *Class “attendance” and participation*

You are expected to visit the course website frequently and to **submit weekly assignments within posted time frames**. If you cannot participate online within the time frames given, you are required to notify Dr. Alwell and negotiate a timely alternative. (In other words, if you must take a few days off and make-up work, please let me know **in advance** so that we can make arrangements.) Only the current week will typically be available at a time, since the associated resources, activities, and discussions are tied with specific lesson content.

### *Assignment due dates*

All written assignments are due at the end of the assigned week by midnight on Sunday, **unless otherwise specified (weeks run Monday-Sunday)**. If you are unable to meet posted deadlines, you should make an alternate arrangement with Dr. Alwell - *prior to the actual due date*. Acceptance and grading for any assignment submitted late is at the professor's discretion.

**Note:** Please save a digital copy for yourself of your work until the semester is completed so that you may resubmit any assignment if necessary. (Technology is great, except when it breaks down.)

### *Assignment format*

Unless completed in the context of a class session/activity or otherwise specified, all written work must be: typed, double-spaced, use person-first language, use APA style guidelines (6<sup>th</sup> or 7<sup>th</sup> ed.), be fully referenced, and be clearly and concisely written.

## CLASS ASSIGNMENTS

1. **Complete all readings and corresponding quizzes** [5 x 10 pts. ea. for total of 50 pts. possible], typically due Sunday night at the end of the week assigned by midnight.
2. **Reading responses** [6 x 10 points each]. Questions/prompts for response will be posted on Moodle; you have a choice of formats in which to respond (see **Reading Responses handout posted on course homepage, under the syllabus**). Your reading responses are due at the end of the weekly lesson; typically, Sunday night by midnight.
3. **Online discussions**. [Approximately 5 x 10 points each]. There will also be a number of small group threaded discussions in response to different content and prompts during the semester. Guidelines and a rubric for participation will be posted.
4. **Online class meetings via Zoom**. [Approximately 4 x 10 points each]. There will be a choice of a few different online class meetings to attend in real time; you will have the opportunity to attend in person (required at least once- in addition to the person-centered planning meeting described in #7, below), or view a recording of the meeting and respond to question prompts regarding the content (required for the meetings in which you have not directly participated).
5. **Iris learning modules** [60 pts]. Three Iris modules will be assigned. Each module will have unique response requirements, worth 20 points. These will be previewed on Moodle during the week preceding their due date.
6. **Practice application assignment- changing your behavior** [50 pts.] You will conduct a practice functional assessment of a problem behavior (you may choose a willing peer, family member, or yourself), and develop an individualized behavioral support plan; collect data, and analyze and adjust the plan or program based on the selected person's performance. You will also share this plan with our class.
7. **Leadership in an online, mock person-centered planning meeting** focused on behavioral support for an individual student. **Students taking the course for graduate credit will be responsible for taking the lead on planning and facilitating this meeting.** [20 pts.] Students taking the course for undergrad or post-bac credit will earn [10 points] for participating.
8. **Review of empirical studies** [30 pts]. Students taking the course for **graduate credit** will identify and review a minimum of 3 current studies (within the last 10 years or so) evaluating the efficacy of some aspect of behavioral support with individuals with disabilities, and **share one** of these studies with the class. I will provide examples.

## FIELDWORK PROJECTS

1. **Time log and feedback (required for course credit).** [50 pts] You are responsible for recording the time you begin and end your fieldwork – each time you are at your site- as well as the total number of minutes/hours for each session. You must record this as you do it, but you do not need to turn in the log until the end of the semester. In order to get credit for the fieldwork, you will also need to have the cooperating teacher fill out a fieldwork evaluation form (which will be provided). You need to earn a score of at least “basic” on all items.
2. **Map of class traffic.** [10 pts] On a blank sheet of paper, draw the classroom and salient classroom features (e.g., desks, windows, doors, whiteboards, presentation areas, and traffic patterns) - or you may create this digitally. After you have made this drawing, observe typical use of these spaces during class time and transitions, and note where problem behaviors seem to occur. Include a **written reflection** how the physical environment might be influencing student behavior and what changes you’d make if money wasn’t an issue and this was your classroom.
3. **Video recording and analysis of your teaching.** [20 pts] You will record 10 minutes or so of yourself teaching/ implementing instruction and/or your behavior plan and **edit this to 3 minutes**, and send it to Dr. Alwell for viewing. This will be accompanied by your **written reflection** on what you did well, and what you could have improved.

*Note:* these will be completely confidential; the purpose is to evaluate how well you are implementing what you have written in your plan [a check on *implementation fidelity*]. It is possible to do this without focusing on the student with whom you are working. If for some reason you cannot do this at your site, you may role play your intervention with a peer and present this to Dr. Alwell instead.

4. **Individualized behavioral support plan.** [100 pts]  
Following the guidelines in Bambara, Janney and Snell (2015), you will select a student and behavior needing change/support and develop a comprehensive individualized behavior support plan, roughly following this format (more detailed information will be provided in class):

### Steps and Tools to Develop Positive Behavioral Supports

Step 1: Identify and prioritize the problem(s); make a safety plan (if needed).

- Worksheet: *Define the problem and make decisions about priorities.*

Step 2: Plan and conduct the functional behavioral assessment (FBA)

Step 2A: Gather descriptive information

- Worksheet: *Student history and quality of life profile*
- Student schedule analysis

Step 2B: Conduct direct observations

- Interval recording or scatter plot form
- A-B-C Observation form

Step 2C: Summarize FBA and build hypothesis

- Worksheet: *Summary of FBA and hypothesis statement(s)*

Step 2D: (if necessary) Verify/revise hypothesis

Step 3: Design a Positive Behavior Support Plan

- Worksheet: *Positive Behavior Support Plan*

**Step 4:** Implement, monitor, and evaluate the PBS plan

- Worksheet: *Decisions recorded on Team Meeting Agenda and Minutes form*
- *Implementation of plan with ongoing data collection and analysis.* Implement your plan and take data on the results. **Graduate students must have citations for the intervention(s) selected.** Make sure to summarize (graph) your data and use the data to make any needed changes in the plan. Keep a record of all the changes you made and why you made them; reflect on the student’s progress with the plan and suggest other needed revisions. Also include a critical reflection on what you learned through the assignments and what you might do differently if you had the opportunity.

*Summary of point value of course assignments:*

<b>CLASS</b>	
Quizzes (5)	50
Reading responses (6)	60
Threaded discussions (4)	40
Zoom meetings (4)	40
Responses to online Iris learning modules (3)	60
Practice application (behavior change) assignment	50
Participation in online person-centered planning meeting <i>Undergrad or post-bac Students Only</i>	10 (U)
Leadership in mock person-centered planning meeting - <i>Graduate Students Only</i>	20 (G)
Review of empirical evidence & presentation- <i>Graduate Students Only</i>	30 (G)
<b>FIELDWORK</b>	
Class map and reflection	10
Video recording and analysis of teaching	20
Individual student behavior change plan	100
Final presentation of behavior change plan [embedded in plan rubric, above]	
Field log & performance evaluation	50
<b>Total points possible</b>	
<i>Undergraduate students</i>	<b>310 + 180 = 490</b>
<i>Graduate students</i>	<b>350 + 180 = 530</b>

**Grading\*:**

A	=	94 - 100	B	=	83 - 86	C	=	73 - 76	D	=	63 - 66
A-	=	90 - 93	B-	=	80 - 82	C-	=	70 - 72	D-	=	60.0 - 62
B+	=	87 - 89	C+	=	77 - 79	D	=	67 - 69	F	=	0 - 59.9

\*Percentage will be determined by dividing total points earned by total possible and multiplying by 100; grades round from the tenth position using standard practices of 0 – 4 rounds down and 5 – 9 rounds up with the exception of “F”. Students taking this course for special education certification must receive a B or better.