Course Information Summary

Course (Prefix, Number, Title):
SPE 5133: TOPICS - Positive Behavioral Supports

Course Description:
SPE5133-Topics in Special Education regarding current practices in the field of special education. SPE 5133:TOPICS - Positive Behavioral Supports in-depth exploration of positive behavioral supports and interventions. This course has implications for teaching, supervision, and educational service delivery.

Pre-requisites/Co-requisites
Graduate level standing in special education or a related field.

Required Text:
There is no assigned text for SPE5133-Positive Behavior Supports. However, course packet with assigned readings from professional journals and handouts will be utilized.

Support of Conceptual Framework:
The Unit theme is "Educators as Creators of Effective Educational Environments". This course will provide candidates for the Masters and LBSII with a supervised clinical experience designed to provide an opportunity for each candidate according to their "positive behavior supports" to be involved in an educational experience in which each can relate research to practice and practice the skills of creation of positive behavior support.

Methods of Instruction:
The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995). This course uses the Internet and other technologies to augment a regularly scheduled face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet.

Learning Outcomes/Objectives

EIU Graduate Level Outcomes addressed in this course:
1. A depth of Content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work

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CEC Advanced Content Standards and CEC Special Education Administrator Knowledge and Skills:

Advanced Standard 1: Leadership and Policy
Special educators in advanced programs learn to use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs. They advocate for educational policy based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. As appropriate to their role, they advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators use their knowledge of the needs of different groups in a pluralistic society to promote evidence-based practices and challenging expectations for individuals with exceptional learning needs. They model respect for all individuals and ethical practice. They help to create positive and productive work environments and celebrate accomplishments with colleagues. They mentor others and promote high expectations for themselves, other professionals, and individuals with exceptional learning needs.

Advanced Standard 2: Program Development & Organization
Special educators apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs. They advocate for a continuum of program options and services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They help design and deliver, as appropriate to their role, ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. . Special educators continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Advanced Standard 3: Research & Inquiry
Research and inquiry inform the decisions of special educators who have completed advanced programs in guiding professional practice. Special educators know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional

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improvement, and engage in the design and implementation of action research. Special educators are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice

Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration

Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

Standards for the LBS II/Behavior Intervention Specialist (IL BIS)

Standard 1 – Foundations
The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education: 1A. positive theoretical approaches and landmark research on behavior; 1B. current state and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation; 1C.relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning needs; 1D. crisis prevention and intervention research and issues; 1H. relationships between individual school discipline policies and students with IEPs; 1I. articulates a personal philosophy of behavior management consistent with standards of the profession and state and federal laws; 1J. recognizes students' behaviors as age-appropriate based on observation and social validation.

Standard 2 - Characteristics of Learners
The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students: 2A. similarities and differences of behavior of individuals with and without disabilities; 2B. the impact of varying disabilities on behavior; 2E.the relationship between learners' behaviors and intensity of service provision.

Standard 3 – Assessment
The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21): 3E. behavior as a form of communication; 3F. the relationship between determination of behavioral interventions and issues of screening, referral, and placement; 3K. identifies positive behavioral supports needed to facilitate integration of a learner with disabilities that provide access to the general curriculum.

Standard 4 - Planning for Instruction
The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals: 4A.behavioral demands of various learning environments; 4B. the impact of learners' behaviors on instruction; 4C. the impact of learners' behaviors on interpersonal relationships with teachers, other service providers, and peers; 4D. positive behavioral intervention strategies; 4E. positive behavior management plan guidelines and key components; 4F. the rationale for targeting specific behaviors and selecting positive behavior management techniques; 4G. develops positive behavior management plans with consideration of demands of the learning environment, assessment results, and input of relevant stakeholders; 4H. implements positive behavior management plans; 4J. evaluates the effectiveness of positive behavior management plans and revises as Needed; 4K. plans for effective transition and integration across settings.

Standard 5 - Learning Environment
The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation: 5C. the continuum of placement and services, including alternative programs for individuals whose behavior is interfering with learning; 5D. issues, resources and strategies of integration and transition from most restrictive environments to least restrictive environments; 5H.directs, observes, evaluates, and provides feedback to paraeducators and teachers in the implementation of positive behavioral interventions and management plans; 5I.implements a range of positive strategies that promote positive behavior, including crisis intervention and family support and involvement, in varied learning environments.

Standard 6 - Instructional Delivery
The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21): 6A.classroom management theories and positive strategies for individuals with exceptional learning needs; 6B. research-based best practices for effective, positive management of teaching, learning, and behavior; 6G. designs, implements, and evaluates behavioral support programs to enhance learners' social and community participation; 6H. analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.

Standard 7 - Collaborative Relationships
The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students: 7A.concerns of families of learners whose behavior is interfering with learning and positive strategies to address these concerns; 7B. strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions; 7C.parent education programs and behavior management guides that address positive behavior management and facilitate collaboration and consultation; 7D. collaboration and consultation issues in integration of individuals with significant behavioral problems transitioning into and out of alternative environments, including incarceration, psychiatric, and residential facilities; 7E. demonstrates skills of problem-solving and conflict resolution; 7F. designs, implements, and evaluates in-services for teachers, related service personnel, and paraeducators that address positive behavioral intervention needs of learners; 7G. synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies; 7H. uses collaborative strategies and counseling techniques with families, learners, related service providers, and other professionals; 7I.provides parent education in the implementation of positive behavioral supports in the home environment.

Standard 8 - Professional Conduct and Leadership
The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being: 8A. meets the standards set forth in Section 28.100 (h) (1) of this Part; 8B. uses positive behavioral interventions with consideration of learners' physical freedom and social interaction; 8C.uses positive behavioral interventions with respect for human dignity and personal privacy; 8E.collaborates with appropriate agency individuals to reduce family stress and implement family support.

STANDARD 9 - Reflection and Professional Growth
The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally: 9A. meets the standards set forth in Section 28.100 (i) (1) of this Part; 9B. participates in professional development activities that assure that practice is consistent with the evolving behavioral research and literature.

Advance Common Core (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy
Knowledge: ACC1K1 Needs of different groups in a pluralistic society; ACC1K4 Federal and State education laws and regulations; ACC1K5 Current legal, regulatory, and ethical issues affecting education*;* ACC1K6 Responsibilities and functions of school committees and boards.
Skills: ACC1S2 Promote high expectations for self, staff, and individuals with exceptional learning needs; ACC1S3 Advocate for educational policy within the context of evidence-based practices; ACC1S4 Mentor teacher candidates, newly certified teachers and other colleagues.

Standard #2: Program Development and Organization
Knowledge: ACC2K1 Effects of the cultural and environmental milieu of the child and the family on behavior and learning; ACC2K2 Theories and methodologies of teaching and learning, including adaptation and modification of curriculum; ACC2K3 Continuum of program options and services available to students with exceptional learning needs; ACC2K4 Prereferral intervention processes and strategies; ACC2K5 Process of developing individualized education plans; ACC2K6 Developmentally appropriate strategies for modifying instructional methods and the learning environment.
Skills: ACC2S1 Develop programs including the integration of related services for children based upon a thorough understanding of individual differences; ACC2S2 Connect educational standards to specialized instructional services; ACC2S3 Improve instructional programs using principles of curriculum development and modification, and learning theory; ACC2S4 Incorporate essential components into individualized education plans.

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Standard #3: Research and Inquiry
Knowledge: ACC3K1 Evidence-based practices validated for specific characteristics of learners and settings.
Skills: ACC3S1 Identify and use the research literature to resolve issues of professional Practice; ACC3S2 Evaluate and modify instructional practices in response to ongoing assessment data; ACC3S3 Use educational research to improve instruction, intervention strategies, and curricular materials.

Standard # 4: Evaluation
Knowledge: ACC4K1 Evaluation process and determination of eligibility; ACC4K2 Variety of methods for assessing and evaluating students' performance; ACC4K3 Strategies for identifying individuals with exceptional learning needs.

Standard # 5: Professional Development and Ethical Practice
Knowledge: ACC5K1 Legal rights and responsibilities of students, staff, and parents/guardians; ACC5K2 Moral and ethical responsibilities of educators; ACC5K3 Human rights of individuals with exceptional learning needs and their families.
Skills: ACC5S2 Implement practices that promote success for individuals with exceptional learning needs; ACC5S3 Use ethical and legal discipline strategies; ACC5S4 Disseminate information on effective school and classroom practices; ACC5S5 Create an environment which supports continuous instructional improvement.

Standard #6: Collaboration
Knowledge: ACC6K2 Roles of educators in integrated settings
Skills: ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs; ACC6S2 Apply strategies to resolve conflict and build consensus.

Advanced Knowledge and Skill Set for Special Education Administrators (CEC SEA_K or CEC SEA_S)

Standard 1: Leadership and Policy
Knowledge: SA1K1 Models, theories, and philosophies that provide the foundation for the administration of programs and services for individuals with exceptional learning needs and their families; SA1K2 Historical and social significance of the laws, regulations, and policies as they apply to the administration of programs and the provision of services for individuals with exceptional learning needs and their families; SA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families.
Skills: SA1S1 Interprets and applies current laws, regulations, and policies as they apply to the administration of services to individuals with exceptional learning needs and their families*;* SA1S4 Engages in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptional learning needs and their families*;* SA1S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.

Standard 2: Program Development and Organization
Knowledge: SA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs; SA2K2 Programs and strategies that promote positive school engagement for individuals with exceptional learning needs; SA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs.
Skills: SA2S1 Develops and implements a flexible continuum of services based on effective practices for individuals with exceptional learning needs and their families; SA2S2 Develops and implements programs and services that contribute to the prevention of unnecessary referrals.

Standard 3: Research and Inquiry
Skills: SA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families; SA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families.

Standard 4: Individual and Program Evaluation
Knowledge: SA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families.
Skills: SA4S1 Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems.

Standard 5: Professional Development and Ethical Practice
Knowledge: SA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs; SA5K5 Principles of representative governance that support the system of special education administration.
Skills: SA5S2 Develops and implements professional development activities and programs that improve instructional practices and lead to improved outcomes for students with exceptional learning needs and their families.

Standard 6: Collaboration
Knowledge: SA6K1 Collaborative theories and practices that support the administration of programs and services for with individuals with exceptional learning needs and their families; SA6K3 Importance and relevance of advocacy at the local, state, and national level for individuals with exceptional learning needs and their families
Skills: SA6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation; SA6S2 Strengthens the role of parent and advocacy organizations as they support individuals with exceptional learning needs and their families; SA6S3 Develops and implements intra- and interagency agreements that create programs with shared responsibility for individuals with exceptional learning needs and their families; SA6S4 Develops seamless transitions of individuals with exceptional learning needs across educational continuum and other

programs from birth through adulthood; SA6S5 Implements collaborative administrative procedures and strategies to facilitate communication among all stakeholders; SA6S6 Engages in leadership practices that support shared decision making; SA6S Demonstrates the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptional learning needs; SA6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels.

Grading Policy:

Grading Scale -

      A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

90% or more of the points	=	A
80%-89% of the points	=	B
70%-79% of the points	=	C
60%-69% of the points	=	D
less than 60% of the points	=	F

Assignments:

1. Reading: Reading as assigned in class.
2. Participation points: Various activities will occur associated with various topics in the course. Points will be assigned for completion of written activities. If missed due to unexcused absence, these points cannot be made up.
3. Examination: One exam will be given that covers knowledge components of the course. Questions will include short answer and essay responses.
4. Positive Behavioral Intervention System Plan: 5133 students will design and implement, a positive behavioral support plan. This assignment is designed to resemble what will be required to plan a positive intercention plan for your school. A presentation of the program and data will be presented as a part of the final exam activity.
5. Behavior Management In-Service Session: In pairs, students will select a very specific topic related to Positive Behavioral Supports and plan a one-hour in-service on the topic that could be used with general educators, special educators and/or parents. This will be presented with materials to share with classmates as a professional inservice.

Chart of Assessments:

      See Chart. . .

Graduate/Advanced: Chart of Assessments

Assessment Name	Brief Description	Graduate/Advanced Unit Standards Addressed						Dispositions Addressed				
		1	2	3	4	5	6	1	2	3	4	5
Examination	Covers knowledge components of the course. Questions will include short answer and essay responses.	⊠	⊠	⊠	☐	☐	☐	☐	☐	⊠	⊠	⊠
Observation onsite	Onsite observation and collecting data	⊠	⊠	☐	⊠	⊠		⊠	⊠	⊠	⊠	⊠
Positive Behavioral Intervention System Plan	This assignment is designed to resemble what will be required to plan a positive intervention plan for school.	⊠	⊠	⊠	⊠	⊠		⊠	⊠	⊠	⊠	⊠
Inservice Plan	Student will select a very specific topic related to PBS and plan a one-hour in-service on the topic that could be used with general educators, special educators and/or parents.	⊠	⊠	⊠	⊠	☐	☐	⊠	⊠	☐	☐	⊠
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

List of Graduate/Advanced Unit Standards:

Standard 1 – Content Knowledge

Standard 2 – Critical Thinking and Problem Solving

Standard 3 – Oral and Written Communications

Standard 4 – Advanced Scholarship/Research/Creative Activity

Standard 5 – Working with Diverse Clientele

Standard 6 – Collaboration and Creating Positive Relations

List of Unit Dispositions:

Disposition 1 – Interaction with Students

Disposition 2 – Professional and Ethical Practice

Disposition 3 – Effective Communication
Disposition 4 – Planning for Teaching and Student Learning
Disposition 5 – Sensitivity to Diversity and Equity

Course Description

SPE 5133: TOPICS—Positive Behavioral Supports (3-0-3). TOPICS: Positive Beh Sup In-depth exploration of positive behavioral supports and interventions. This course has implications for teaching, supervision, and educational service delivery. Prerequisite: Graduate level standing in special education or a related field.

<u>Learning Model</u>
The primary learning model utilized in this course is the ecological model (Walker & Shea, 1995).

Textbook

Course packet with assigned readings from professional journals will be utilized.

Course Outline

I.   Course Introduction (.5 week)
      A.   Scope of course
      B.   Course requirements

II.   Origins of Positive Behavioral Supports (.5 week) (Baer, Wolf, & Risley, 1968, 1987, Jackson & Panyan, 2002
      A.   Historical foundations
      B.   Definition of Positive Behavioral Supports
      C.   Difference between Positive Behavioral Supports and behavior modification

III.   Public's Response to Challenging Behaviors (1 week) (Jackson and Panyan, 2002)
      A.   Definition of challenging behaviors
      B.   Perceptions about behavior
      C.   Special education v. general education perspectives
      D.   School's response and effectiveness of programs
      E.   What is the purpose of education?
      F.   Social validity of goals, interventions and effects
      G.   Impact on practices

IV.   Models of Behavior Management (1 Week) (Alberto & Troutman, 1990; Schloss & Smith, 2000; Sugai & Tindal, 1992; Jackson & Panyan, 2002).
      A.   Social Discipline
      B.   Quality Schools Model
      C.   Ecological Model
      D.   Behavioral Model
      E.   Cognitive Behavioral Model
      F.   Multiple Intelligence Model

G.   Judicious Discipline Model
H.   Seeds of Positive Behavioral Support

V.   Designing Theoretically Sound Classroom Practices (1 week) (Jackson & Panyan, 2002)
     A.   Theory in Educational Practice
     B.   Dominant Research Paradigm and repercussions
     C.   Alternative Paradigm and implications
     D.   What does the future hold?

VI.   Understanding the Support Process (1 week) (Jackson & Panyan, 2002; Sugai & Tindal, 1992)
     A.   General considerations for Positive Behavioral Support
     B.   Discipline and treatment come together
           1.   Outcome Issues Unaddressed outcomes
           2.   Outcomes from Educative perspective
     C.   Practice Issues
           1.   Methodological considerations
           2.   Social Justice Issues
     D.   Community Rights and Needs Issues
           1.   Individual Rights versus Right of Others
     E.   Task Ahead

VII.   Critical Processes within Behavioral Support (1 week) Jackson & Panyan, 2002
     A.   Person-Centered Planning (PCP)
           1.   Five features of (PCP)
           2.   Additional Characteristics (PCP)
     B.   Role of Relationships in Process
           1.   Factor in behavior change and learning
           2.   Sustaining change
           3.   Promoting relationships between educators and students
     C.   Hypothesis-Based Interventions
           1.   Coming of age
           2.   Developing support orientated hypotheses for behavior
           3.   Components of effective hypothesis-based interventions
     D.   Crisis Support
           1.   The Crisis Cycle
     E.   Synchronizing the Four Behavioral Support Processes

VIII.   Facilitating Change to Enhance Behavioral Support (1 week) (Jackson & Panyan, 2002)
     A.   Underlying Premises for Working with Change
     B.   Systems as Complex, Dynamic Entities
     C.   Overcoming Barriers to Understanding
     D.   Positive Behavioral Support as Innovations
     E.   Co-construction of Understanding and Innovation in Complex Systems

IX.   Planning for Positive Behavioral Support (1 week) (Jackson & Panyan, 2002)
     A.   Determine the Degree of Concern
     B.   Planning the Intervention
     C.   Initiating the Intervention

D. Implementation of the Intervention
E. Revising the Intervention

X. Support-Based Assessment (1 week) (Jackson & Panyan, 2002)
    A. Four Considerations in Support-Based Assessment
        1. Cultural context of the school
        2. Assessment based on differing degrees of concern
        3. Assessment & intervention as a continuous, cyclical process
        4. Social Validity
    B. Assessment for Creating the Intervention
        1. Functional Behavioral Assessment
        2. Participation in General Education Classroom
    C. Assessment for Implementing the Intervention
        1. Educational and Environmental Changes
        2. Professional Development
        3. Incident Response and Crisis Procedures
        4. Ensuring critical communication
        5. Ensuring on-demand problem-solving
        6. Evaluating Change
    D. Guided Inquiry Revisited

XI. Enhancing Positive Behavioral Support Practices (Jackson & Panyan, 2002)
    A. Affective Supports
    B. Schedule and Activity Supports
    C. Peer Supports
    D. Teacher Style Supports
    E. Self-Assessment of Support Practices
    F. Support Practices and "Voice" of Students

XII. Developing and Implementing Solution-Focused Behavioral Support Plans (1 week) (Jackson & Panyan, 2002)
    A. Traditional Planning and Intervention Practices
    B. Changing the Paradigm: Solution-Focused-Behavioral Support
    C. Developing and Initiating a Solution-Focused Plan
    D. Implementing a Solution-Focused Plan
    E. Illustration of Solution-Focused Planning

XIII. Developing and Implementing Long-Term Comprehensive Behavioral Support Plans (1 week) (Jackson & Panyan, 2002)
    A. Demonstrating the Whole Process
    B. Planning Crisis Intervention and Support
    C. Escalating Behaviors
    D. Behavioral Support, Reintegrating, and School Capacity

XIV. Preparing School for Positive Behavioral Support (1 week) (Jackson & Panyan, 2002)
    A. Changing a School's Culture and Climate
        a. Schoolwide mission statement
        b. Schoolwide policies and procedures for discipline

    c. Collaborative professional development
    d. Principles for organizational change
    e. Large-scale systemic restructuring
    f. Comprehensive evaluation
  B. Schoolwide Approaches that are Consistent with Positive Behavioral Support
    a. Democratic schools
    b. Schoolwide behavior management systems
    c. Conflict resolution in schools
    d. Wraparound planning
  C. Positive Behavioral Support

Course Requirements

1. <u>Readings:</u> Readings as assigned in class.

2. <u>Participation points:</u> Various activities will occur associated with various topics in the course. Points will be assigned for completion of written activities. If missed due to unexcused absence, these points cannot be made up.

3. <u>Examination:</u> One exam will be given that covers knowledge components of the course. Questions will include short answer and essay responses.

4. <u>Positive Behavioral Intervention System Plan:</u>
  NOTE: 5133 students will design and implement, a positive behavioral support plan. This assignment is designed to resemble what will be required to plan a positive intervention plan for your school. A presentation of the program and data will be presented the last day of class as a part of the final exam activity. More detailed information and directions for this assignment will be provided in class.

5. <u>Behavior Management In-Service Session:</u> In pairs, students will select a very specific topic related to Positive Behavioral Supports and plan a one-hour in-service on the topic that could be used with general educators, special educators and/or parents. This will be presented with materials to share with classmates as a professional inservice. Specific topics and directions for the in-service will be presented in class.

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1. A depth of Content knowledge including effective technology skills and ethical behaviors
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Advanced Standard 4: Student and Program Evaluation

Evaluation is critical to advanced practice of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators design and implement research activities to evaluate the effectiveness of instructional practices and, as appropriate to their role, to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

With respect to evaluation of individuals, special educators prepared at the advanced level are able to apply their knowledge and skill to all stages and purposes of evaluation including: prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized educational program goals.

Advanced Standard 5: Professional Development and Ethical Practice
Special educators are guided by the professional ethics and practice standards. Special educators have responsibility for promoting the success of individuals with exceptional learning needs, their families, and colleagues. They create supportive environments that safeguard the legal rights of students and their families. They model and promote ethical and professional practice. Special educators plan, present, and evaluate professional development, as appropriate to their roles, based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators model their own commitment to continuously improving their own professional practice by participating in professional development themselves.

Advanced Standard 6: Collaboration
Special educators prepared at the advanced level have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and use this deep understand to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators prepared at the advanced level have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

Standards for the LBS II/Behavior Intervention Specialist (IL BIS)

STANDARD 1 – Foundations
The competent behavior intervention specialist understands the philosophical, historical, and legal foundations of special education: 1A. Positive theoretical approaches and landmark research on behavior; 1B. Current state and federal laws, policies, and ethical principles regarding positive behavior management planning and implementation; 1C.Relationships among teacher attitudes, behavior, the learning environment, and individuals with exceptional learning

needs; 1D. Crisis prevention and intervention research and issues; 1H. Relationships between individual school discipline policies and students with IEPs; 1I. Articulates a personal philosophy of behavior management consistent with standards of the profession and state and federal laws; 1J.recognizes students' behaviors as age-appropriate based on observation and social validation.

STANDARD 2 - Characteristics of Learners
The competent behavior intervention specialist understands the impact that disabilities have on the cognitive, physical, emotional, social and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students: 2C. The communicative aspects of behavior; 2D. The effects of various medications on student behavior.

STANDARD 3 – Assessment
The competent behavior intervention specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21): 3A. Terminology used in functional and positive behavioral assessment; 3B. State and federal laws and regulations and ethical considerations of functional and positive behavioral assessment; 3C. The use and limitations of behavior rating scales, systematic recording procedures, authentic assessment and/or functional assessment; 3F. The relationship between determination of behavioral interventions and issues of screening, referral, and placement; 3G. Uses systematic recording procedures, behavior rating scales, and authentic and/or functional assessment to identify a learner's behavioral needs; 3H. Interprets and uses results from behavior rating scales, systematic recording procedures, and authentic and/or functional assessment in determining positive behavioral intervention needs for individuals with disabilities.

STANDARD 4 - Planning for Instruction
The competent behavior intervention specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The specialist understands instructional planning and designs instruction based on knowledge of the discipline, students, community, and curriculum goals: 4A. Behavioral demands of various learning environments; 4F. The rationale for targeting specific behaviors and selecting positive behavior management techniques. 4J. Evaluates the effectiveness of positive behavior management plans and revises as needed.

STANDARD 5 - Learning Environment
The competent behavior intervention specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation: 5A. Reinforcement theories, techniques, and application; 5E. Uses strategies for facilitation, maintenance, and generalization of behaviors across learning environments; 5F. Teaches individuals to use problem solving and self-regulation strategies to promote independence and successful transitions; 5H. Directs, observes, evaluates, and provides feedback to paraeducators and teachers in the implementation of positive behavioral interventions and management plans.

STANDARD 6 - Instructional Delivery
The competent behavior intervention specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem-solving, and performance skills; and creates learning experiences that make

content meaningful to all students (ages 3-21): 6A. Classroom management theories and positive strategies for individuals with exceptional learning needs; 6B. Research-based best practices for effective, positive management of teaching, learning, and behavior; 6C. Sequences, implements, and evaluates individualized behavioral objectives. 6E. Uses varied positive, non-aversive techniques for managing targeted behavior. 6F. Implements positive behavior management plans using systematic recording procedures, establishments of time lines, hierarchies of interventions, and schedules of reinforcement; 6H. Analyzes critical variables that have an impact on learners' behavior and designs and implements positive behavioral supports.

STANDARD 7 - Collaborative Relationships
The competent behavior intervention specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraprofessionals, and students: 7B. Strategies of mentoring and collaboration with other behavior intervention specialists, related service personnel, other educators, and paraeducators in implementation of positive behavioral interventions; 7E. Demonstrates skills of problem-solving and conflict resolution; 7G.
        Synthesizes and communicates to stakeholders information available from family, school, the justice system, and referral agencies.

STANDARD 8 - Professional Conduct and Leadership
The competent behavior intervention specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being: 8A. Meets the standards set forth in Section 28.100 (h) (1) of this Part; 8B.Uses positive behavioral interventions with consideration of learners' physical freedom and social interaction. 8C. Uses positive behavioral interventions with respect for human dignity and personal privacy.

STANDARD 9 - Reflection and Professional Growth
The competent behavior intervention specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally: 9A. Meets the standards set forth in Section 28.100 (i) (1) of this Part.

Advance Common Core (CEC ACC_K or CEC ACC_S)

Standard #1: Leadership and Policy
Knowledge: ACC1K2 Evidence-based theories of organizational and educational leadership; ACC1K4
Federal and State education laws and regulations; ACC1K5 Current legal, regulatory, and ethical issues affecting education
Skills: ACC1S3 Advocate for educational policy within the context of evidence-base practices.

Standard #2: Program Development and Organization
Knowledge: ACC2K1Effects of the cultural and environmental milieu of the child and the family
                on
behavior and learning; ACC2K2 Theories and methodologies of teaching and learning, including
adaptation and modification of curriculum; ACC2K3 Continuum of program options and
                services
available to students with exceptional learning needs;ACC2K4 Prereferral intervention processes
                and
strategies; ACC2K5 Process of developing individualized education plans; ACC2K6
                Developmentally
appropriate strategies for modifying instructional methods and the learning environment.
Skills: ACC2S1 Develop programs including the integration of related services for children
                based upon a
thorough understanding of individual differences; ACC2S2 Connect educational standards to
                specialized
instructional services; ACC2S4 Incorporate essential components into individualized education
                plans

Standard #3: Research and Inquiry
Knowledge: ACC3K1Evidence-based practices validated for specific characteristics of learners
                and
settings.
Skills: ACC3S1 Identify and use the research literature to resolve issues of professional
                Practice;ACC3S2
Evaluate and modify instructional practices in response to ongoing assessment data; ACC3S3
                Use
educational research to improve instruction, intervention strategies, and curricular materials.

Standard # 4: Evaluation
Knowledge: ACC4K1Evaluation process and determination of eligibility; ACC4K2 Variety of
                methods
for assessing and evaluating students' performance; ACC4K3 Strategies for identifying
                individuals with
exceptional learning needs.
Skills: ACC4S3 Advocate for evidence based practices in assessment; ACC4S4 Report the
                assessment of
students' performance and evaluation of instructional programs.

Standard # 5: Professional Development and Ethical Practice
Skills: ACC5S2 Implement practices that promote success for individuals with exceptional learning needs.

Standard #6: Collaboration
Knowledge: ACC6K2 Roles of educators in integrated settings.
Skills: ACC6S1 Collaborate to enhance opportunities for learners with exceptional learning needs; ACC6S2 Apply strategies to resolve conflict and build consensus.

Advanced Knowledge and Skill Set for Special Education Administrators (CEC SEA_K or CEC SEA_S)

Standard 1: Leadership and Policy
Knowledge: SA1K3 Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptional learning needs and their families.
Skills: SA1S4 Engages in recruitment, hiring, and retention practices that comply with local, state, and
national laws as they apply to personnel serving individuals with exceptional learning needs and their
families*;* SA1S5 Communicates a personal inclusive vision and mission for meeting the needs of individuals with exceptional learning needs and their families.

Standard 2: Program Development and Organization
Knowledge: SA2K1 Programs and services within the general curriculum to achieve positive school outcomes for individuals with exceptional learning needs; SA2K3 Instruction and services needed to support access to the general curriculum for individuals with exceptional learning needs.
Skills: SA2S1Develops and implements a flexible continuum of services base on effective practices for individuals with exceptional learning needs and their families; SA2S2 Develops and implements programs and services that contribute to the prevention of unnecessary referrals.

Standard 3: Research and Inquiry
Knowledge: SA3K1 Research in administrative practices that supports individuals with exceptional learning needs and their families.
Skills: SA3S1 Engages in data-based decision-making for the administration of educational programs and services that supports exceptional students and their families; SA3S2 Develops data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptional learning needs and their families.

Standard 4: Individual and Program Evaluation
Knowledge: SA4K1 Models, theories, and practices used to evaluate educational programs and personnel serving individuals with exceptional learning needs and their families.
Skills: SA4S1 Advocates for and implements procedures for the participation of individuals with exceptional learning needs in accountability systems; SA4S2Develops and implements ongoing evaluations of education programs and personnel; SA4S4 Designs and implements evaluation procedures that improve instructional content and practices.

Standard 5: Professional Development and Ethical Practice
Knowledge: SA5K4 Impact of diversity on educational programming expectations for individuals with exceptional learning needs.

Standard 6: Collaboration
Knowledge: SA6K1 Collaborative theories and practices that support the administration of programs and services for with individuals with exceptional learning needs and their families; SA6K3 Importance and relevance of advocacy at the local, state, and national level for individuals with exceptional learning needs and their families.

Skills: SA6S1 Utilizes collaborative approaches for involving all stakeholders in educational planning, implementation, and evaluation*:* SA6S2 Strengthens the role of parent and advocacy organizations as they support individuals with exceptional learning needs and their families; SA6S4 Develops seamless transitions of individuals with exceptional learning needs across educational continuum and other programs from birth through adulthood*;* SA6S8 Consults and collaborates in administrative and instructional decisions at the school and district levels.

Assessment Graduate Outcomes

Examination(s)
Functional Analysis of Behavior Assignments
Teacher Observation Assignment
Inservice Plan Assignment
Practicum Plan

Course/Department Policies

Written Language Standards
Written assignments are expected to follow *American Psychological Association (APA)* style, format, and guidelines. Nonlabeling language is   expected in all written materials. Students in SPE 5133 will be expected to meet performance criteria associated with grammar, spelling, and sentence structure.

Attendance
Students are expected to attend all classes. If prevented by an acute illness or an emergency, the student should contact the instructor in as timely a manner as is possible. When the student can anticipate the absence, the instructor should be contacted before the absence occurs. The instructor after due consideration to the reason for the absence, **may** deny the student's request to make-up missed assignments or exams. <u>Students who are absent from class, for whatever reasons, are held responsible for the material covered during their absence.</u>

Grading Scale
A point scale is used. Grades are determined by the number of points earned. The following scale is used by the Department of Special Education faculty:

**90% or more of the points	=	A**
80%-89% of the points			=	B
70%-79% of the points			=	C
60%-69% of the points			=	D
less than 60% of the points	=	F

Late Assignments
Assignments are due the class period of the day listed as the due date. Any assignment turned in after the designated due date is considered late.   Assignments turned in late without instructor approval will result in a 10% deduction of total points for each day assignment is not submitted.

Appointments/Assistance
> Each student is encouraged to contact the instructor for assistance with any problem and/or for general discussion. Available conference times are posted in the notebook in Room 1212, Special Education Office. If times listed are inconvenient, please call to arrange an alternate time.

Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1). To encourage original and authentic written work, any written assignment created in this course may be submitted for review to Turnitin.com and will become a searchable document with the Turnitin-protected and restricted use database.

Cell Phone Policy
All cellular phones, pagers, and messaging devices must be turned off upon entering classroom or practicum site. If special circumstances warrant the necessity of accessibility via cell phone, permission must be given be instructor and at no time should this means of communication interrupt teaching or learning. Abovementioned devices are not allowed in the testing setting during tests or exams. If discovered, it will be assumed they are being used inappropriately and will result in a grade of "zero". At no time during class, teaching on site, or tests is text messaging allowed! Anyone in violation of this policy will be asked to leave the class and the absence will be considered unexcused.

Email/Electronic Communication
Students are encouraged to use email as a means of communicating with the instructor(s); however not all questions and issues can be addressed using this forum. As in all interactions, students are expected to be respectful and professional. In addition, students must realize that email is asynchronous and therefore should allow ample time for a response from the instructor(s). Further, it is the student's responsibility to follow up on contact made via email if no response is received. Remember there are times when technology fails and thus messages are not always received when sent. Do NOT simply assume that the information reached the intended recipient(s).

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