Southeastern Oklahoma State University
Educational Instruction and Leadership Department

SPED 5073 – Positive Behavior Interventions and Supports
Summer 1 - 2018

Professionals for the 21st Century: Competent, Committed, and Ethical

Instructor	Dr. Kathy Boothe
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Office Phone	469-712-6880 (call or text)
Virtual Meeting Time	Thursdays @ 6:00pm CST
Virtual Office Hours	Appointments available as needed/requested via Zoom or Google Hangouts

PREREQUISITES: Admission to Graduate School.

CATALOG DESCRIPTION:
>   This course will prepare educators to work in schools to meet the unique behavioral needs of learners in K-12 environments through systemic, positive, prevention-focused, and data-based decision making. The course will prepare the educator to collaborate with other school professionals to plan interventions to meet the needs of students who present challenging behaviors.

REQUIRED MATERIALS:
REQUIRED TEXTBOOKS:
>   Riffel, L. A., & Mitchiner, M. (2015). *Positive behavior support at the secondary targeted group level: Yellow zone strategies.* Thousand Oaks, CA: Corwin Press.
>   Simonsen, B., & Myers, D. (2015). *Classwide positive behavior interventions and supports: A guide to proactive classroom management.* New York: Guilford Press.

RECOMMENDED TEXTBOOK:
>   American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

CHALK & WIRE:
>   This is required of **ALL** MEd. students. Each course will require you upload a specific artifact into this program. Chalk & Wire can only be purchased in the bookstore. You only have to purchase this one time to use for each course.

TECHNOLOGY:
>   Students in this course will be required to have a working *microphone*, *speakers*, and *webcam*. Please read the *Technical Requirements* policy on the Southeastern Distance Education website
>   **http://homepages.se.edu/blackboard/student-support/browser-recommendations/**

In short, you will need a reliable computer with adequate specs and a reliable internet connection. I also highly recommend arranging a "plan B" in case of problems. Often, problems occur that are browser related. If something isn't working right, try another browser. Google Chrome and Mozilla Firefox typically work well.

PORTFOLIO/RESEARCH COMPONENT:

Tier 1 PBIS Plan:

Each student will be expected to construct a Tier 1 PBIS Plan. This will address School-Wide and Classroom-Wide School Wide Positive Behavior Intervention and Support (SWPBIS) system for his or her school. You will be asked to create a plan on how you will plan, develop, and implement a SWPBIS and/or CWPBIS. Within each of the steps (i.e., plan, develop, and implement), there are critical aspects that are discussed throughout this course. This plan will need to be **10-15 pages in length**, not including references and/or appendices. In addition, you will include relevant documents to the appendices. Each student will need to adhere to the 6th edition APA manual. Specific details on this project will be delineated on Black Board.

PBIS Resource Guide:

Each student will be responsible for creating a resource guide in your own chosen format. This resource guide will address strategies that can be implemented at both Tier 2 and Tier 3. Each student Each student will need to adhere to the 6th edition APA manual. Specific details on this project will be delineated on Black Board.

Note 1: All projects and research will use APA 6th edition format.
Note 2: This project will need to be turned in to Chalk & Wire by the last day of the semester.
Note 3: Students will be required to search a variety of databases to locate empirical literature related to topics relevant to their work as educators. See *Student Tutorials* in the SE Library web site: http://www.se.edu/lib/studentppt.htm.
Note 4: Students can access SE Library databases through the Proxy Server at: http://libraryserver.se.edu:2048/login. The following databases will be of particular use to you: EBSCOhost, FirstSearch, and Proquest.

COURSE OBJECTIVES:

At the end of this course the student will be able to…

Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination. (CEC 2.0)

Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (CEC 2.1)

Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (CEC 2.2)

Know how to intervene safely and appropriately with individuals with exceptionalities in crisis. (CEC 2.3)

TECHNOLOGY COMPONENT:

Students in this course will use technology as it relates to their current position, through readings, projects, and discussions. The end goal is that students become more comfortable using and teaching technology to their students or other stakeholders in their current/future job. The course will adhere to following standards throughout their coursework.

ISTE Standards

ISTE for Students – Standard 1: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and meaningful learning experiences for themselves and others.

DIVERSITY COMPONENT:

Students in this course will discuss diversity as it relates to their current position. Areas of diversity will range from students with exceptionalities (CEC), multicultural students (NAME), and gifted and talented (NAGC), among others. These areas of diversity will be taught by utilizing varied readings, projects, and discussions. The course will adhere to following standards for exceptionalities and cultural/linguistically divers individuals throughout their coursework.

CEC Initial Standard – See standards under Course Objectives

NAGC Advanced Standard #2 – Use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

ASSIGNMENTS ASSESSED:

APA, Grammar, Writing, Email Assignment	50 points
Weekly Activities (4x75points)	300 points
PBIS Resource Guide	250 points
Tier 1 PBIS Plan	250 points
PBIS Presentation	150 points
	Total = 1000 points

GRADING SCALE

A = 895-1000 points
B = 795-894 points
C = 695-794 points
D = 600-694 points
F = below 600 points

COURSE EXPECTATIONS, PROCEDURES, POLICIES

Email Address – You are required to use your Southeastern student email address when using Blackboard. In addition, you are required to REGULARLY check your Southeastern student email account. All email correspondence will be sent to your SE student email address. Refer to the Blackboard (Bb) login page for details about your SE student email address. *Be sure to include your name and the name of the course you are referring to, in the body of every email you send to me.* Improper labeling can result in delays in grading your assignments!

Class Operating Procedure - All official class correspondence will be conducted through Blackboard (Bb) and your Southeastern email. Each student is to check and read her Southeastern email and the Bb site for this class on a regular basis. This does not mean that something will be sent or posted every day, but by following this procedure the class will run much more smoothly.

Response to Students - Students should expect a timely response to email questions and prompt grading and posting of assignments and exams. I will respond within 24-48, unless an announcement was posted indicating otherwise. If you haven't received a response within that time frame, please email again just in case I overlooked it. I will work to have assignments graded within 1-2 weeks of the due date.

Assignment Expectations - Specific guidelines, requirements and details will be given for each assignment. The time to complete each assignment will vary from student to student. It is your responsibility, as a university student, to budget your time adequately to successfully complete the assignments.
> *Tips:* Break tasks into manageable portions, work ahead, clean up as you go!

Due Dates and Submissions - Unless specified otherwise, *ALL* assignments will be due by 11:59 p.m. on the Sunday after it was assigned. Unless otherwise stated, all assignments will be submitted electronically on Bb (on the 'Assignments' page). *ALL* assignments need to be submitted as an electronic attachment—**only Word document attachments will be accepted.** Keep a backup copy of all completed assignments.

Late Assignments – Late work will generally not be accepted. I will ONLY accept late work under extenuating circumstances, AND after you have discussed with me the situation. If a student knows in advance that he or she will be traveling or unable to access the course for any reason, it is his or her responsibility to contact the instructor in advance and make arrangements to work ahead. Any late work accepted may incur a deduction in points. If a student contacts the instructor after the due date, documentation will be expected. This includes documentation from IT in the case of technical difficulties. (If a student submits a Bb Student Support Request form he or she will automatically receive an email confirmation which will be time stamped evidence of due diligence in resolving the problem.

Adjustments to the Syllabus - The professor reserves the right to make adjustments to the syllabus and/or grading policy as needed, in order to meet the instructional needs and goals of the class. Students will be notified of any adjustments to the syllabus.

UNIVERSITY/SCHOOL POLICIES

Academic Integrity and Doing Your Own Work:
Using another's intellectual property and representing it as one's own violates academic integrity and is known as *plagiarism* and constitutes *academic dishonesty*. Any time you use another's work it must be put in quotation marks and the source must be cited. Specific details for citation and quotation in the Personal Philosophy assignment will be provided. **Academic Dishonesty** also includes "cheating" on exams or other assignments, whether by copying from another student, using unauthorized study materials or methods, or by supplying answers to another student. All students are required to produce their own work unless the activity has been designed as a group project. Collaboration and cooperative efforts will be encouraged. However, for **individual assignments** the work must be your own. When two or more students' submission exhibits pronounced similarities, I will study the work and take appropriate action. **The point: work that is submitted must be your own.**
Evidence of cheating, presenting another's work as your own, or any other form of academic dishonesty will be taken seriously and will be dealt with according to Southeastern's Student Code of Conduct.
> *Note:* Your instructor may utilize SafeAssign through Bb as a way to check for plagiarism. If this is used, it is already built into the 'Assignments' page on Bb.

Assistance/Tutoring in Writing:
1. Each student who takes this course is required to complete specific modules on Bb in **BOLT**. This will be assigned during the first week of the course.
2. As a student at Southeastern, your fees have already paid for access to **Smart Thinking,** an online tutorial service. **Smart Thinking's** services include personalized, live, and online assistance. Visit http://www.se.edu/current-students/smart-thinking/ to take advantage of these services.

3. **The Writing Center** is also available to help with your writing. Here is the contact information:
   http://www.se.edu/dept/learning-center/writing-center/

Counseling Center:

Any student experiencing mental or emotional issues who desires free, confidential, clinical counseling is encouraged to contact the SE Counseling Center at (580) 745-2988 to schedule an appointment during normal working hours Monday-Friday, 8:00AM to 5:00PM. For after-hours mental health emergencies, please call SE Campus Police at (580) 745-2911 or the Mental Health Crisis Hotline at 1- (800) 522-1090.

Disability Accommodations:

Any student needing special accommodations due to a disability should contact the Office of Compliance and Safety, Administration Building, Suite 311 or call (580) 745-3090 (TDD# 745–2704). It is the responsibility of each student who anticipates or experiences barriers to their academic experience to make an official request for disability related accommodations in a timely manner.

Equity and Non-Discrimination Statement:

Southeastern Oklahoma State University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, or status as a veteran in any of its policies, practices, procedures, or programs. This includes, but is not limited to: admissions, employment, financial aid, and educational services. Inquiries regarding non-discrimination and equity policies may be directed to: Michael Davis, Director of Compliance and Safety & Title IX Coordinator, (580) 745-3090, or mdavis@se.edu.

ACADEMIC CALENDAR – SOUTHEASTERN OKLAHOMA STATE UNIVERSITY:
   http://www.se.edu/dept/registrar/files/2018/01/SE_Dates_Y1819-Sum-18.pdf

COURSE EVALUATIONS

All students are required to complete anonymous evaluations of this course. A link to the course evaluation will be provided in Blackboard/Announcements during the last week of the course.

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APPENDIX A
TENTATIVE COURSE SCHEDULE

Instructor has the right to make changes to this schedule in order to meet the needs of the student's and the course content

Check Bb frequently for any changes

Week #	Topic	Readings	Assignments Due
1	Tier 1 - School-Wide PBIS	Chapters 1-3 in Simonsen & Myers	Weekly Activity
2	Tier 1 cont'd - School-Wide PBIS & Classroom Wide	Chapter 4 in Simonsen & Myers Chapters 2-3 in Riffel & Mitchiner	Weekly Activity
3	Tier 1 cont'd – Classroom Wide PBIS	Chapters 5-8 in Simonsen & Myers	**Tier 1 PBIS Plan due**
4	Tier 2 PBIS	Chapter 9 in Simonsen & Myers Chapters 4-7 in Riffel & Mitchiner	Weekly Activity
5	Tier 2 PBIS cont'd Begin Tier 3 PBIS	Chapter 10 in Simonsen & Myers Chapters 8-11 in Riffel & Mitchiner	Weekly Activity
6	Tier 3 PBIS cont'd	Chapters 12-13 in Riffel & Mitchiner	**PBIS Resource Guide Due**
7	Tier 1 PBIS Presentations		**PBIS Presentation Due**

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APPENDIX B
APA Expectations and Rubric
Adapted from Dr. M. Lusk @ Clayton State

Type of Error	Penalty
APA 6th Edition Format – basic format of paper: ➢ 12 point Times New Roman font, ➢ double-spaced, 1" margins ➢ title Page ➢ abstract Page ➢ running head and page numbers ➢ required level of headings and subheadings ➢ meets page limitations	-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment. -Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment. -Papers that exceed page limitations will not be read and no points will be earned for the assignment.
Grammar, mechanics, punctuation: ➢ person first language ➢ written in the 3rd person ➢ spelling, ➢ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ➢ correct sentence structure ➢ appropriate paragraph structure **APA 6th Edition Format – direct quotations and in-text citations:** ➢ exact quotations correctly referenced ➢ in-text citations correctly referenced	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.
APA 6th Edition Format – references page: ➢ 12 point font, double-spaced, 1" margins, hanging indents ➢ correct format for articles, books, websites, etc. **NOTE:** Errors on the Reference page count separately from errors within the text of the paper:	Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.