

ADMPS 2408: Positive Behavior Support

February 11-April 6, 2019

Mary Margaret Kerr

Overview

This on-line course explores the foundations and practices of Positive Behavioral Interventions and Supports (PBIS). PBIS is a federally supported process designed to help schools achieve effective school-wide discipline. Through required readings and class assignments, students in this course not only develop an understanding of the core principles of PBIS, but also acquire many of the skills necessary for implementation in the school environment. Some of the key components discussed are: data-based decision making, multi-tiered behavioral supports (primary, secondary, tertiary), implementation, evaluation, and behavioral assessments.

Course Objectives

- Understand a multi-tiered, preventative approach to school-wide discipline.
- Gain knowledge about the foundational principles, critical components, and implementation procedures of PBIS.
- Learn to use practical tools associated with effective implementation and evaluation of PBIS.
- Understand how to use behavioral data to increase the fidelity and effectiveness of disciplinary practices in the school environment.

Course Expectations

All work is done online, unless the instructor directs otherwise. You submit your assignments on the course website and receive instructor feedback on the website as well.

Required Textbook: Lane, K. L., Kalberg, J. R., & Menzies, H. M. (2013). *Developing schoolwide programs to prevent and manage problem behaviors: A step-by-step approach*. Guilford Publications. Available in new, used, and e-book versions from various on-line vendors.

Graded Assignments: You will earn your grade in this course by completing 7 sets of FAQs derived from your textbook, each set earning up to 15 points. Frequently Asked Questions (FAQs) help you review and practice explaining PBIS concepts and processes to the school staff you will lead. One cannot write a competent FAQ without first understanding the content you are “unpacking” for your reader. Therefore, this exercise helps me assess not only your content knowledge but also your ability to apply what you learn.

- Each week, you will submit 3 FAQs for the week’s reading.
- Compose FAQs from across the chapter (not just the first few pages).
- The FAQ may not be limited to one word or short answers, or mere definitions. Instead, choose a concept or process your staff will (a) really need to understand, (b) question, or (c) resist. Then write a 1-2 paragraph answer.
- You may not work with anyone else on this assignment. However, after the course is complete, I invite you to share your FAQs with one another, because the compilation could be a useful set of handouts for your future PBIS leadership.

An FAQ can anticipate the resistance to your implementation of PBIS. When you consider your questions, think of the least interested staff member you may encounter. What’s on their mind? How can you respond to them while acknowledging their concern?

The Concerns-based Adoption Model is so helpful in rolling out a new program. Let’s take a look at it first. Awareness is the beginning.

Stages of Concern about Personalized Learning [CBAM: Concerns Based Adoption Model]

In facilitating change, you need to know what concerns you or other educators may have about personalizing learning, especially their most intense concerns. These concerns will have a powerful influence on the implementation of change and how they will sustain the transformation to personalize learning. CBAM offers several ways to identify these concerns. As an educator and/or change agent, you can use this CBAM model of Personalized Learning (PL) to identify concerns, interpret them, and then act on them.

Stages	Descriptions	Strategies to Guide Change
Awareness	<ul style="list-style-type: none"> • May or may not know about PL. • May or may not be ready to change roles and let go so learners own their learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Involve teacher in discussions. <input type="checkbox"/> Share enough information to stir interest. <input type="checkbox"/> Provide environment allowing all questions. <input type="checkbox"/> Minimize gossip and inaccurate sharing.
Informational	<ul style="list-style-type: none"> • Wants to learn more about PL. • Curious what will happen to their role as teacher and how to start with the learner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Share information through all forms of media. <input type="checkbox"/> Be enthusiastic and encourage those that are taking risks to share what they are doing. <input type="checkbox"/> Help see how moving to PL relates to their teaching practice.
Personal	<ul style="list-style-type: none"> • Concerned about how changing their role will affect their effectiveness. • Does not want to look foolish in front of their learners. • Might say what’s in it for me?” 	<ul style="list-style-type: none"> <input type="checkbox"/> Realize that these concerns are common and legitimize the existence of concerns. <input type="checkbox"/> Connect teachers with similar concerns and those who will be supportive. <input type="checkbox"/> Share small steps that are attainable.
Management	<ul style="list-style-type: none"> • Wants practical suggestions before jumping in. • Needs help with specific problems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain details of specific strategies to PL. <input type="checkbox"/> Offer the “How” in small steps. <input type="checkbox"/> Help teachers create learning plan with realistic goals based on how they learn best.
Consequence	<ul style="list-style-type: none"> • Wants to know how PL will impact learners and academic achievement. • Concerned about how it will impact their teaching and relationships with learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Share lessons or projects that encourage learner voice and choice. <input type="checkbox"/> Share research that provides evidence of learning and change in teaching practice.
Collaborative	<ul style="list-style-type: none"> • Interested in sharing lessons and projects with other teachers. • Encourages learners to co-design lessons and projects with them. • Participates in a Professional Learning Community or Community of Practice around PL. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide teachers opportunities to attend conferences or visit other teachers that PL. <input type="checkbox"/> Provide common planning time to discuss what’s working and learn from each other. <input type="checkbox"/> Encourage teachers to team teach and connect using social media.
Refocusing	<ul style="list-style-type: none"> • Offers support to other teachers. • Leads the way to transform to learner-driven environments. • Writes and speaks about PL and importance of transforming teaching and learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage teachers to research and test new ideas and strategies with learners. <input type="checkbox"/> Provide access to all resources so they can refine their ideas and put them into practice. <input type="checkbox"/> Allow teacher to take risks and share results.



- For the first few chapters of your book, you will want FAQs that address the first few levels of the CBAM model. As the content reflects later stages of implementation, so should your FAQ.
- For more information on CBAM: <http://www.sedl.org/cbam/videos.cgi?movie=Intro>

A-Z Guide to Course Policies and General Information

Academic Integrity: Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. By enrolling in this course, you agree that you have read, understood, and accept the obligations of the University's Students Rights and Responsibilities. Detailed information is posted at <http://www.provost.pitt.edu/info/aistudcode1.html>.

Browser: To access the course Web site, please use Mozilla Firefox (a free downloadable browser available at www.mozilla.com). This browser is most compatible with Course Web. If you choose a different browser such as Internet Explorer, you may run into problems with opening files, cutting, and pasting documents, and uploading assignments.

Confidentiality: Information about workplaces may arise during discussions and questions. Please respect the confidentiality of the discussions by not sharing information without permission. The instructors will respect the confidentiality of the information shared with us. You are welcome to use pseudonyms for your district, school, or cases. Publicly available information will be used in case materials and simulations.

Course Web: To access the course Web site, go to <http://courseweb.pitt.edu> and log on using your Pitt user name and password. Alternatively, you can go to www.my.pitt.edu and access the Course Web site there. For help logging onto the course, call 412-624-HELP. This help is available 24/7. The instructors cannot assist you with log-on problems.

Disabilities: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 216 William Pitt Union, (412) 648-7890/ (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. I will be happy to work with you.

Emails: You can reach me at mmkerr@pitt.edu.

- **Use pitt.edu:** You can email directly from the course web site or from your username@pitt.edu email. I may not answer e-mails that are not from a pitt.edu address, because of spam. Please be careful about this.
- **Tell me who you are and help me figure out what you need:** In the subject line, it helps if you mention what you need, so I can look it up and respond faster. I cannot memorize all your monograms, so please sign all emails with your name!

- **Read the syllabus and any assignment instructions before posing a question.**

I want to give you the individual feedback you need. Accordingly, I have guidelines that allow you to receive feedback and help in a timely manner. I answer e-mails Monday through Friday, 8 am to 6 pm Eastern time, throughout the course. You can expect a response within 24 hours of your e-mail, if you follow the course guidelines. ***If you do not hear from me, please wait 24 hours, and then send another e-mail, in case yours did not reach me.***

Grades: See detailed explanation above. Your grades will be assigned based on the percentage of points you attain

Letter Grade	Percentages
A+	98-100
A	93-97
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D+	68-69
F	<68

Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a student in ADMPS believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair of the department, Dr. Najeeb Shafiq; (3) if needed, next talking to the associate dean of the school (Dr. Michael Gunzenhauser); and (4) if needed, filing a written statement of charges with the school-level academic integrity officer, Associate Dean Michael Gunzenhauser.

Standards. Below you will find the Pennsylvania Department of Education (PDE) certification standards that you can address through course assignments and exercises. Please review these standards carefully as you prepare your School Leadership Program Portfolio.

- *Core standard II B* - Understands current Federal, state and district standards and requirements for demonstrating and reporting student performance data.
- *Core standard II E* - Understands current research and strategies on school reform and school design models.
- *Core standard III A* - Understands the critical role of data in informing decisions, setting targets, and interpreting results for learning.
- *Corollary standard II B* - Knows how to create a well-organized, effective, and safe learning environment linked to strategic plan and research-based practice.

- *Corollary standard V C* - Advocates for all students.

APBS Standards

The Board of the Association for Positive Behavior Supports (APBS) has outlined standards of practice for practitioners implementing school-wide PBS. The content in this course addresses several of these standards, including:

- *Standard II A* - Practitioners of PBS understand the importance of and use strategies to work collaboratively with other professionals, individuals with disabilities, and their families.
- *Standard II B* - Practitioners of PBS understand the importance of and use strategies to support development and effectiveness of collaborative teams.
- *Standard IV A* - Practitioners of PBS understand that data-based decision making is a fundamental element of PBS, and that behavioral assessment and support planning begins with defining behavior.
- *Standard IV D* - Practitioners of PBS use data-based strategies to monitor progress.

Plagiarism: As you prepare your assignments, do NOT include others' copyrighted material, images, or diagrams without written permission. In addition, you must appropriately cite (in APA style) any original work that is not your own. Purdue University provides a helpful online resource to help you with APA formatting, <http://owl.english.purdue.edu/owl/resource/560/01/>.

Professionalism: Some of the required assessments for this course require open communication between classmates and the instructor. As such, students are expected to demonstrate professional behavior at all times. Inflammatory comments, rude behavior, and lack of respect for your peers will not be tolerated.

Student Opinion of Teaching Surveys: Students in this class will be asked to complete a *Student Opinion of Teaching Survey*. Surveys will be sent via Pitt email and appear on your CourseWeb landing page during the last three weeks of class meeting days. Your responses are anonymous, and instructors do not receive any data until after all students receive their grades. Please take time to respond, because your feedback is important.