

ADMPS 2408: Positive Behavior Support

February 10-April 17, 2020

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Overview

In the past, you may have learned about Positive Behavior Support (PBIS) as a stand-alone framework. However, recent evidence supports a *coordinated system* of supports, including PBIS as a component.

Therefore, this is the first of a two-course sequence (with ADMPS 2412, Leadership for Inclusive Schools). These courses explore the foundations and practices of multi-tiered systems of support ([MTSS](#)) to support *all* students in an inclusive and equitable school community.

Specifically, we will highlight [Ci3T](#), “a system to address academic, behavioral, and social– emotional domains for a *comprehensive* approach to student support and school improvement” (Lane, Oakes, & Menzies, 2014, p. 4). Through required readings and class assignments, students in these courses not only develop an understanding of the core principles of Ci3T/MTSS, but also acquire many of the *leadership skills* necessary for implementation in the school environment.

Course Objectives

- Understand a multi-tiered, preventative approach to school-wide supports for *all* students.
- Gain knowledge about the foundational principles, critical components, and implementation procedures of Ci3T/MTSS.
- Learn to use practical tools associated with effective implementation and evaluation of Ci3T/MTSS.
- Understand how to use data to increase the fidelity and effectiveness of Ci3T/MTSS practices in the school environment.

Course Format

We are excited to let you know that our course will be hosted in the new **Canvas Learning Management System (LMS)**. Canvas is replacing Blackboard (Courseweb) for all courses starting Summer 2020. Faculty such as ourselves volunteered to be Early Adopters of this new system. There may be some bumps along the way, and we appreciate your understanding. To get started with Canvas, please use the following link to access our class and its materials: <https://canvas.pitt.edu>.

- **Bookmark this Pitt Canvas link.** It is the only way to access Canvas and will not appear on my.pitt.edu until the full release in Summer 2020.
- Log in with your Pitt User ID and password.
- Navigate to the dashboard to find this class.
- Our class material will not be available in Blackboard (CourseWeb), only in Canvas.

To aid in your use of Canvas, I suggest familiarizing yourself with the short, helpful Canvas Student Tour video series. You can find these videos at the link below. Canvas Student Tour video series: <https://resources.instructure.com/courses/32/pages/canvas-student-tour-videos> (Links to an external site.)

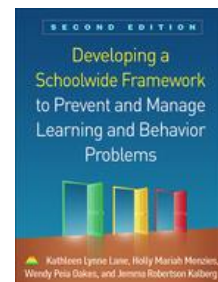
- Full Canvas student guide: <https://community.canvaslms.com/community/answers/guides/canvas-guide/getting-started/pages/student> (Links to an external site.)

If you experience any issues using Canvas, you can click the Help button within Canvas, which includes 24/7 chat or telephone support. If you are having issues logging in to Canvas, call the University Help Desk at 412-624-HELP [4357].

Required Textbook (used also in ADMPS 2080 this summer):

Lane, K. L., Menzies, H. M., Oakes, W. P., & Kalberg, J. R. (2019) *Developing a Schoolwide Framework to Prevent and Manage Learning and Behavior Problems, Second Edition*. Guilford ISBN 9781462541737.

- Available in paperback and e-book versions from various on-line vendors. While you await your copy, you can read Chapter 1 on-line here: https://www.guilford.com/excerpts/lane_ch1.pdf
- Be sure you order the second edition!










Weekly Graded Assignments: You will earn your grade in this course by demonstrating your understanding of assigned readings and videos through two types of review exercises, each earning up to 15 points, for a total of 105 points. Late submissions will not earn points unless you receive **prior** instructor approval for a personal or work issue.

1. **Reflective Notes** help you document your understanding —and questions about a chapter , video, or other reading. Research has shown that note taking is one of our most effective strategies for learning new content.
 - Your notes will be evaluated on: a) whether you demonstrate that you have read the entire assignment; b) your notes about points new to you or that you found interesting and/or c) questions you pose. In other words, you are not simply writing an outline of the chapter.
 - You will see an example of reflective notes on the course website.
 - You are welcome to cut and paste paragraphs from the chapter that you wish to comment on.
 - You may write notes as an outline or in paragraphs. The format is up to you.
 - To add a comment, select what you want to comment on and choose **Review > New Comment**.
 - Then type your thoughts or question.
 - When you're done, click elsewhere in the document.
 - Each comment shows the name of the commenter and the time the comment was made.
 - **Please try this process out before the due date! You may submit your dry run under the dry run tab.**
2. **Frequently Asked Questions (FAQs)** help you review and practice explaining CI3T/MTSS 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 us assess not only your content knowledge but also your ability to apply what you learn.

- Compose FAQs from across the chapter (not just the first few pages).
- The FAQ may not consist of one word- or short answers, or mere definitions. Instead, choose a concept or process your staff will (a) really need to understand, (b) question, and/or (c) resist. Then write a *1-2 paragraph* answer.
- You will receive advice about how to write good FAQs on the website. Please study these sections carefully.

You may not work with anyone else on these assignments. 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 Ci3T/MTSS leadership.

Please enter these due dates in your calendar:

⋮		SUBMIT REFLECTIVE NOTES ON VIDEO FEBRUARY 10: INTRODUCTION to Ci3T Module Due Feb 17 at 11:59pm 15 pts
⋮		SUBMIT REFLECTIVE NOTES ON CBAM VIDEO FEBRUARY 17: LEADING CHANGE USING CBAM AND FAQ TOOLS Module Due Feb 24 at 11:59pm 15 pts
⋮		SUBMIT 3 FAQs FOR CHAPTER 2 FEBRUARY 24: EVIDENCE TO SUPPORT MTSS--CONVINCING YOUR STAFF Module Due Mar 2 at 11:59pm 15 pts
⋮		SUBMIT REFLECTIVE NOTES ON CHAPTER READING MARCH 2: BUILDING YOUR TEAM Module Due Mar 23 at 11:59pm 15 pts
⋮		SUBMIT 3 FAQs FOR CHAPTER 3 MARCH 16: GETTING CONSENSUS ON EXPECTATIONS Module Due Mar 23 at 11:59pm 15 pts
⋮		SUBMIT REFLECTIVE NOTES ON CH 4 MARCH 23: HOW DO YOU KNOW TIER I IS WORKING? Module Due Mar 30 at 11:59pm 15 pts
⋮		SUBMIT REFLECTIVE NOTES ON CHAPTER 6 DUE APRIL 17 APRIL 1: TEACHER-DELIVERED STRATEGIES TO SUPPORT ALL STUDENTS Module Due Apr 17 at 11:59pm 15 pts

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>.

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:** I may not receive-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!

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 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. Late submissions will not earn points unless you receive **prior** instructor approval for a personal or work issue.

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/associate chair of the department (3) if needed, next talking to the assistant dean of the school and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.

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.

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.