

Syllabus
PSYED 2524 Behavioral Interventions for Children and Adolescents
Spring, 2021

Dr. Mary Margaret Kerr, Professor

Overview: This course will help you support students with emotional and behavioral problems in school settings. These problems include disruptive, oppositional, and aggressive behaviors, limited interpersonal and study skills, and behaviors caused by learning difficulties, mental illness, trauma, and stressful life events. The emphasis of the course is on research-based *positive* behavioral assessment, supports, and interventions.

Prior students have contributed their work in this course to our website our school-based behavioral health website. <http://www.sbbh.pitt.edu>. Please pause here and take a look!

You will also learn consulting strategies to assist those who teach youth with emotional and behavioral challenges:

- discern the meaning and function of a student's behaviors, using direct observations, interviews, and record reviews to create a functional behavioral assessment (FBA).
- engage the student, staff, and family in creating an individual positive behavior plan (BIP).
- improve classroom-wide and school-wide positive behavioral interventions and supports (PBIS).
- share strategies to build capacity for including students in curricular as well as co-curricular experiences.
- respond to behavior and discipline requirements under federal and state special education laws.
- identify research-backed resources you can use for ongoing coaching and support, as you assist and inspire faculty, students, and parents.

When you read this overview, ask yourself, "What do these skills contribute to my career?" "Why should I learn consultant skills?" "Who would I help?"

Note: This course meets one of the requirements for the School-based Behavioral Health concentration in Applied Developmental Psychology at the graduate level. The course is also open to students in other departments. Additionally, this course provides evidence-based opportunities that align with the Pennsylvania State Board of Medicine's license requirements for behavioral specialists.

Why might you be interested in this license? How do you find out more about it?

Location and Time: The course will be taught asynchronously on Canvas. The course is divided into two-week modules. Each module includes your assigned readings, lectures or slides, and videos from real classrooms that illustrate what you're learning. Your assignments for each 2-week block appear in each module.

Office Hours: You may need to have a conversation about something in the course. I will arrange such "virtual office hours" on an as-needed basis. To arrange a call, just email your available time/days. I will be glad to schedule a call at a mutually convenient time.

How to Prepare for the Course

Familiarize yourself with Canvas: Do not use Safari! Use either [Mozilla Firefox \(Links to an external site.\)](#) or [Google Chrome \(Links to an external site.\)](#) whenever using Canvas. If you are using Safari, Internet Explorer, or Microsoft Edge and experiencing issues with Canvas or any other online tool, consider using one of these other two browsers instead.

Plan Your Time: According to the University's definition of a credit hour, a one-credit course should have 14 contact hours, where a contact hour is 50 minutes of instruction, in this case via online videos and lectures. Thus a 3-credit course should have 2100 minutes of instruction

How do you keep track of deadlines?

Each assignment involves multiple tasks, so how does this fit into your schedule?

(50 minutes/hour x 14 hours x 3 credits = 35 hours). In addition, students are expected to spend 1.5 hours outside of class for each in-class hour. This time includes reading, completing weekly exercises, and working on graded assignments. So you should **schedule 4 hours a week** for the course. But you don't have to commute or park!

Pay Attention to How You Submit Work: You will use the Canvas site assignment tool to submit your drafts and graded assignments. Please follow these guidelines.

- Unless specifically requested, do not email drafts or assignments. If you are not sure about the instructions for an assignment, you are welcome to email me.
- If you encounter trouble uploading an assignment through Canvas, you need to call the HELP desk (412-624-HELP) for assistance. The helpdesk staff answer 24/7.

How Your Work Will Be Evaluated and Graded

Because you are students in a professional school, I have designed the course to be practical. Your assignments will culminate in a **tool kit** that you can use in your future work. Each assignment contributes to this toolkit. The tool kit will a) give you resources and examples of best practices in behavioral assessment and intervention and b) help you coach teachers to use evidence-based behavioral practices. At the end of the course, you can choose to share your toolkit on our school-based behavioral health website. <http://www.sbbh.pitt.edu>

Assignments: Each week, you must log on to the Canvas site. For each week, you may find video clips, readings, slide presentations, and assignments. Your assignments for each 2-week block appear under "TO DO LIST" in each module. Each assignment is worth 15 points. Total points possible for the course = 150.

To ensure that your work gets full credit on time, please follow these guidelines.

- Do not attempt to submit major assignments through a mobile device.
- Please upload in Word only.
- Unless you contact me in advance or have an emergency, late assignments will not be graded.
- If you are not sure about the instructions for an assignment, you are welcome to email me but do not wait until the last minute lest you do not get a response.
- I will assume that your last upload is your final work ready to be graded.
- Please remember to check your file name. To be sure your files upload, avoid file names with special characters such as "#," "\$," or "!" and, ideally, do not include spaces.

You will receive feedback and a score in the Canvas Grade Center. To see your feedback, follow the easy instructions in this tutorial. <https://community.canvaslms.com/t5/Student-Guide/How-do-I-view-assignment-comments-from-my-instructor/ta-p/283>

You will have complete access to your grades through the Canvas Grade Center. The percentage of points you earn will determine your grade as follows:

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 61.0%
F	< 61.0 %	to 0.0%

Incomplete course grades will be given only in *emergencies*, with requested documentation such as a physician's note. If you receive an incomplete grade, you will have one calendar year to complete all remaining assignments before your incomplete grade converts to an F.

General Policies

Sending emails: Due to spam filters on Pitt email, emails not from a Pitt address may go to my spam folder. Therefore, I recommend that you email me with your Pitt email address to prevent this problem.

Getting an email response: I want to give you the individual feedback and help you need. I regularly try to answer emails throughout the work week. However, I cannot promise to respond emails immediately. *If you do not hear from me, please wait 24 hours*

and then send another email, in case yours did not reach me.

Academic Integrity: Any work produced by others must be cited and referenced. **If you did not write it, cite it!** <https://www.english.pitt.edu/undergraduate/plagiarism> offers assistance in preventing plagiarism.

Disability Accommodations: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Office of Disability Resources and Services, 140 William Pitt Union, 412-648-7890/412-624-3346 (Fax), as early as possible in the term. Disability Resources and Services will verify your disability and determine reasonable accommodations for this course. I will be happy to help you. For more information, visit <https://www.diversity.pitt.edu/disability-access/disability-resources-and-services>

Classroom Recording: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

Departmental 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 a PSYED/HHD course 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 below:

1. The student should talk to the faculty member to attempt to resolve the matter.
2. If the matter cannot be resolved at that level, the student should talk to their advisor.
3. If the matter remains unresolved, the student should talk to the chair of HHD (Dr. Tom Farmer).
4. If needed, the student should next talk to the SOE Associate Dean
5. If the matter remains unresolved, the student should file a written statement of charges with the dean's designated Academic Integrity Administrative Officer

Religious Observances: The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.