Course Objectives:

1) Understand the history of positive behavior interventions and support (PBIS) in the context of a three-tiered model.

2) Describe the key components of primary level/Tier 1 school wide interventions and methods to evaluate intervention effectiveness.

3) Describe and evaluate the key components of effective secondary level/Tier 2 interventions with specific emphasis on the Behavior Education Program (BEP).

4) Describe and evaluate the key features of tertiary/level interventions and mental health services implemented as part of a school-wide positive behavior support model.

5) Describe and evaluate the key components needed to build district and state capacity for implementing school-wide PBIS and the key features for sustainability.

6) Describe the integration of tiered academics and behavior within a MTSS framework.

Course Materials:

- PPTs on Canvas
- Reading materials and videos on Canvas

*Students are expected to monitor canvas for weekly requirements related to readings and assignments.

Course Requirements:

1. Take-Home Check for Understanding (AKA: Midterm and Final) (2x100pts)

To provide students opportunities to demonstrate mastery of knowledge gained from readings and class discussion, two learning checks will be required over the course of the semester. These learning checks will consist of multiple choice and short answer/application types of questions. STUDENTS MUST COMPLETE LEARNING CHECKS INDEPENDENTLY. IF IT IS DETERMINED THAT STUDENTS HAVE NOT WORKED INDEPENDENTLY, THIS WILL RESULT IN ZERO POINTS ON THE LEARNING CHECK.
2. Topic Summary and Class Presentation (100 points)
The class will be divided into groups. Each group will pick one of topics to research and prepare a 30-minute presentation to entire class towards the end of the semester. Groups and topics will be decided within the first few weeks of class. The expectation is to find 2-3 resources (book chapter or research articles) on the topic and prepare a class presentation. The research articles should be shared with the class at least the week before the presentation. Your classmates will be expected to read one of the resources of your choosing. The presentation materials should be available the day of the presentation for the rest of the class members. You can create a ppt or a handout, whatever makes the most sense for your group. The presentation should answer the following questions (but not limited to): What is your topic? What is the relevant research? Are there specific strategies/interventions? What are some limitations or considerations? Future research could include? Your classmates will give you a score on the following areas as part of the in class learning activities: Content, Organization, and Presentation.

The topics are:
1. PBIS in Secondary (Junior High/High School),
2. PBIS in Juvenile Justice and/or Alternative Settings
3. Family and Community Involvement in PBIS
4. PBIS with Culturally/Linguistically Diverse Students
5. PBIS in Early Childhood
6. PBIS with Students with Autism
7. PBIS with Students with Significant Disabilities

3. In Class Learning Activities (3x20 points, 7x10 points)
To provide students opportunities to demonstrate mastery of knowledge gained from readings/lecture and to apply the information they are learning, in class learning activities will be given periodically throughout the course. The activities will vary depending on the topic for that day. Point value is also determined by activity. Students will work on these activities in class and on some activities, allowed to work in groups, However, each student must turn in the activity in Canvas. A total of 11 learning activities will be assigned. Students who are absent or leave early the day of the in class learning activity or who do not participate in the activity will receive no credit.

4. On-line Module Completion (20 points)
You will be required to complete one of the modules found on the Active Implementation (AI) Hub website. Directions for the course can be found on canvas or http://implementation.fpg.unc.edu/module-1 The course should take about 30-45 minutes to complete, followed by the processing assignment regarding the course found on canvas.

5. School-wide Observation (50 points) PICK ONLY ONE ACTIVITY:

SET/TFI Observation
To provide students practical experiences one observation will be done in the school setting of a School-wide Evaluation Tool (SET) or the Tiered Fidelity Inventory (TFI). These assessments will be conducted on various dates in during the semester. The instructor will work with you and a district coach to coordinate a time for observation. It will likely take 2-3 hours of your time. To compensate, one regular class will be canceled. (See tentative schedule below). The student is expected to observe one of the mentioned evaluation tools and then complete the assignment on canvas. If it is impossible to do a school observation due to work schedules, a case study will be provided.

OR
Team Meeting Observation
To provide students practical experiences one observation will be done in the school setting of a school wide team meeting. These meetings will be held on various dates in during the semester. The instructor will work with you and a district coach to coordinate a time for observation. It will likely take 1-2 hours of your time. To compensate, one regular class will be canceled. (See tentative schedule below). The student is expected to observe one of the meetings and then complete the assignment on canvas.

**Grading Breakdown**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home Learning Checks (2x100)</td>
<td>200</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>100</td>
</tr>
<tr>
<td>In Class Learning Activities</td>
<td>130</td>
</tr>
<tr>
<td>Online Module</td>
<td>20</td>
</tr>
<tr>
<td>School-wide Observation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

The following percentages will be used to determine grades:

- A = 94-100%
- A- = 90-93%
- B+ = 87-89%
- B = 84-86%
- B - = 80-83%
- C+ = 77-79%
- C = 74-76%
- C- = 70-73%
- D+ = 67-69%
- D = 64-66%
- D- = 60-63%
- E 59% and below

**Additional Course Expectations**

**Classroom Etiquette, Participation and Attendance**

Student attendance and participation are essential for successful performance in the class. Please e-mail me prior to class if you will be absent. Turn off cell phones and pagers (or place on vibrate). My intent is for this course to be as participatory as possible, with regard to discussion, etc. I therefore expect students come to class prepared, having read the assigned material, and ready for the discussion.

**Canvas & E-mail**

All of the readings and PowerPoints for this class will be posted on Canvas, a university web-based course organization system. Also, much information (e.g., course announcements, reminders of assignment due dates, etc) will be communicated via e-mail. The instructor is not responsible for students missing information due to “not checking e-mail.”

**Policy Regarding Email Response:** Please e-mail the instructor well in advance of deadlines to ensure you get your questions answered. Emails after 5 PM will typically not be responded to until the next day. Emails on Friday after 4:00 PM will typically not get a response until Monday. **On occasion, I will respond to emails in the evening or on weekends but this should not be expected.** Please plan ahead for this and do not wait until the last minute for assignment or course related needs. If you need to immediately get a hold of the instructor please use the cell phone number listed on the top of the syllabus.

**Appropriate Language & Diversity**

Students are expected to use appropriate language in class discussion and in written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “ED kids,” “severely retarded,” “autistic student” or other statements that highlight the disability rather than the
individual. Instead, speak and write in a way that puts “people first,” for example, “the student with a severe disability.” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people possess.

The College of Education is committed to the policies of equal opportunity and affirmative action and prohibits discrimination on the basis of race, color, national origin, religion, gender, sexual orientation, age, status as a veteran or person with a disability. As your instructor, I am committed to providing a classroom atmosphere that is respectful of diverse views and backgrounds.

Confidentiality
In this class it is expected that you will protect the rights to confidentiality afforded to students and their families. Often in class we will discuss individual students, particular districts, behavior interventions previously tried, and outcomes. Your experience with students with disabilities and their families is helpful in adding to content and understanding of issues in applied settings. However, when discussing an individual student you are working with or have worked with in the past, please do not reveal any information that would allow other people in class to identify the student (e.g., name, school, age, parents name, etc).

Accommodations
Students requiring special accommodations to meet the course expectations should bring this to the attention of the instructor during the first week of the semester or immediately after the identification of a new disability. Written documentation from the Center for Disabled Student Services (160 Olpin Union Building) concerning the disability must be provided before accommodations can be made.

Academic Misconduct
Any occurrences of academic misconduct (e.g., attempts to cheat on exams, plagiarism in writing) will be penalized to the fullest extent allowed by department, college, and university regulations.

Policy on Student Plagiarism.
Misrepresenting someone else’s work as your own is a violation of University policy. As per the University of Utah Student Code, plagiarism means “the intentional unacknowledged use or incorporation of any other person’s work in, or as a basis for, one’s own work offered for academic consideration or credit or for public presentation. Plagiarism includes, but is not limited to, representing as one’s own, without attribution, any other individual’s words, phrasing, ideas, sequence of ideas, information or any other mode or content of expression.” Sanctions for student plagiarism are at the discretion of the course instructor, but may result in a failing grade for the course. The instructor is required to report in writing any act of plagiarism to the Department Chair with a copy to the student’s file. For more information on ways to avoid plagiarizing, see the Department of Special Education Student Handbook.

Campus Safety
The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.