I. COURSE DESCRIPTION
Theoretical and research foundations of recommended practices on classroom management, positive behavior supports and interventions for children and youth with ASD or other disabilities will be studied. Focus is on the use of developmentally appropriate practices and applied behavior analysis principles for educational interventions that build social skills and competence and improved quality of life outcomes in the school, home, and community.

II. COURSE GOALS AND OBJECTIVES
Course readings, activities, and discussions are designed to meet the following objectives:
1. Students will describe and implement the principles, concepts, and theories underlying developmentally appropriate practices and recommended practices in the design of positive behavior interventions and supports for children, youth, and adults who have ASD or other disabilities.
2. Students will identify and describe the development of social, language, and communication skills and social competence as a framework to understand the developmental context (e.g., sensory needs) for children, youth, and adults with ASD or other disabilities who present challenging behaviors.
3. Students will identify and describe collaborative teaming models and family centered practices involved in Individual Education Program (IEP) development and behavior intervention planning (i.e., functional assessment and analyses; design of intervention objectives; individual and group management structures) for children, youth, and adults to learn social skills and competence associated with improved quality of life outcomes across the life span.
4. Students will apply developmentally appropriate practices and applied behavior analysis principles in the functional assessments and analyses of challenging behaviors, and then use results to design age-appropriate, educational interventions that promote functional social skills and behavior repertoires for children, youth, and adults within school, home, and community settings.
5. Students will become familiar with and evaluate current research on positive behavior supports and interventions topics and issues that inform recommended practices of individual and group management and the supervision of paraprofessionals and volunteers in implementation of positive behavior interventions.
III. READINGS
We will use two texts for this class (Green book) “Teacher’s Guide to Inclusive Practices: Behavioral Support” by R. Janney and M. Snell (2008; Paul H. Brookes) and (Purple Book) “Teacher’s Guide to Inclusive Practices: Social Relationships and Peer Support” by R. Janney and M. Snell (2006; Paul H. Brookes). These texts are available at the WSU bookstore. In addition, we will use “PBS for All Michigan Children: Creating Environments that Ensure Learning” (Michigan Department of Education). The instructor will provide additional readings on Electronic Reserves and Web-based PBS modules (University of Kansas).

IV. ASSIGNMENTS
The course content is covered in class through lectures, group discussions and activities, and through readings and assignments outside of class and on our Blackboard (Bb) Web site (http://blackboard.wayne.edu). Students need to complete the reading assignments each week in order to participate in discussions and activities in class and online. The course has five assignments for students.

1.1 Reflective Journal Entries on Blackboard WEB Site (60-points). Students, with their WSU AccessID and PASSWORD, need to use an Internet browser (e.g., Netscape, Internet Explorer) to access and participate in our class Blackboard (Bb) Web site (http://blackboard.wayne.edu). If you are new to Email and computing on the internet and need help getting started, telephone the Computing and Information Technology (C & IT) help desk at (313) 577-4778 or visit the HELP DESK on the first floor computer area in the Adamany Undergraduate Library. Each student is to write at least 10 Reflective Journal entries over 14 weeks (100 points). The Reflective Journal entries are thoughtful comments or responses in one paragraph to other class members essays and class Readings, articles, videos and presentations by the instructor or guest speakers. Bb Discussion Forum entries. Personal, confidential, or identifying information about others must be omitted from entries to protect the privacy rights of individuals and agencies. Reflective Journal entries will be graded pass/fail and evaluated on the extent that course content is integrated with personal, professional reflections. All entries need to be written in complete sentences and paragraphs with correct spelling in narrative format. The instructor will monitor entries.

1.2 Personal Reflection Papers (40 Points)

A. You are to submit (2) personal reflections during this semester. Your papers should describe your thinking and learning in this course. This assignment aims to help you think reflectively about the content of the class and trace your thinking and learning process. Quality writing is expected across the content of the assignments.

B. Thinking about Positive Behavior Supports (PBS) and classroom management for students with or without Special needs in an Inclusive Educational setting. Due January 29, 2015 1-2 pages double-spaced paper in which you describe your experiences, thoughts, and feelings about including students considered gifted and those with special needs (mild to severe) in general education classes with support. (20 points)

C. Learning and Thinking. Due, 2-3 pages doubled-spaced paper due at the end of the semester in which you describe (a) your thinking process during the semester related to Positive Behavior Support and classroom management in inclusive teaching, (b) what you learned and how well your learning goals were met; (c) self-assessment using the KWL process.(20 points)
2. **Positive Behavior Supports Intervention Plan (320-points)**. Individual students need to identify a child or youth with ASD, LD, EI, SXI or Cognitive Impairments and develop a positive intervention plan to teach age-appropriate, social skills and competence that generalize across class, school, home, and community and follows recommended practices. There are 3 components to this assignment: (a) A Case-Study on your Student with ABCF Chart, (b) a Functional Assessment of the Student’s Challenging Behaviors, the Design and Implementation of a Positive Behavior Support Intervention with Data Collection and (c) Behavior Intervention Plan with ABCF chart. Each section is worth 100-points and 20 points for the powerpoint presentation. See the scoring rubric for specific details and format for the observations Component (a) Behavior Assessments is due 2/26/2015 component (b) Function Assessment is due 3/12/2015(c) Behavior Intervention Plan is due 4/23/2015 OR 4/30/2015.

3. **Classroom Binder (200-points)**. Individual students need to describe the classroom and school setting and develop a classroom management plan that follows recommended practices for age-appropriate, positive behavior supports for a children or youth with ASD, LD, MOCI and E.I. within special and general education settings. Plan will target students’ social interaction and Self-management skills. It will also include class schedules, individual schedules, weekly schedule, and teacher prep schedule etc. Classroom Management Plan is **Due**. You will need a 2 inch binder, dividers, class schedules and student information and everything on the rubric.

4. **Analysis Essay on Blackboard WEB Site (100-points)**. All students individually write a 500 word essay analyzing a week’s readings for one class session and place the essay on the appropriate SED 5140 Blackboard (Bb) Web site (http://blackboard.wayne.edu), Discussion Board Forum. Students sign-up for one class session and write an essay to (a) **compare and contrast** individually selected content across all of the readings and (b) evaluate selected material across readings in terms of practical applications. The essay needs to be **posted on our Bb Web site at least by 11:59 p.m. Wednesday before the next class session. If it is not posted on blackboard by 11:59 p.m. your grade will be 89% provided it is an “A” paper.** TWO - FIVE students are the maximum to sign-up for a class session. Essays need to be written in APA with complete sentences, paragraphs and correct spelling in narrative format. The quality of the writing across content sections and the student’s participation in the Bb THREADED DISCUSSION with class members’ on their essay will earn full points. A sign-up sheet for weekly readings will be available in class. After you turn in a hard copy, your grade will be posted.

5. **Blackboard (Bb) PBS Modules (120-points)**. There are four PBS Bb modules to complete. Each module contains readings and assessments on the principles and practices of positive behavior supports and interventions. Each student is to complete their own work. **Assessment Results from the Modules/Lessons are to be EMAILED TO THE INSTRUCTOR AND THE RESULTS FROM THE ASSESSMENT AT THE END OF EACH MODULE.**

**V. EVALUATION AND GRADING**

**Hard Copy Assignments** must be written with a computer application using 12 point font and formatted with 1-inch margins, headings/sub-headings, and a title page in accordance with the “Publication Manual of the American Psychological Association (APA),” 6th Edition (2010). Please write carefully with correct sentence and paragraph structure, grammar, and spelling. All use of references need to follow APA conventions.

- **Assignments must be turned in by due dates;** 89% of the points are the maximum available for late assignments without an instructor approved written explanation, as well as assignments completed as hard copy rather than online.
- Attention Students with Disabilities;
  - If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, SDS staff will be glad to meet with you privately during office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University. See http://studentdisability.wayne.edu/.

- Plagiarism. Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you are in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, an outside references must be submitted with assignments.

- Religious Observance Policy. Because of the extraordinary variety of religious affiliations represented in the University student body and staff, The Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

- Change to Last Add Date. Students will now be required to complete adding classes to their schedule by the end of the first week of classes. They will no longer be able to add classes in the second week of classes. We want students to start out on the right foot by removing the opportunity for them to sign up for classes in which they have missed up to two weeks of instruction.
  - If there is reason to make an exception you can approve a “Late Add”. When your department enters the special permission, the student will then be able to add the class on Pipeline.

- Change to Withdrawal Deadline. The second change is that the deadline to withdraw from a course has been moved forward. It has been changed from the end of the 14th (and last) week of classes to the end of the 10th week of the semester. Therefore the course withdrawal deadline for Fall 2011 will be Saturday, November 12th. This change is intended to ensure that students make decisions to remain enrolled in a class while there is still time for them to be successful in completing the requirements.

- Wayne State University Grading and Withdrawal Policies. Incompletes (“I” grades) will revert to a failing grade after one calendar year for both Undergraduates and Graduate Students. Instructor permission is required for course Withdrawals. Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP (the student is passing the course based on work due at the time of withdrawal request), WF (the student is failing the course based on work due at the time of withdrawal request), or WN (no materials have been submitted at the time of withdrawal request). The student must submit their withdrawal request through Pipeline and attend class until they receive notification via e-mail
that the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day. Please direct further inquiries regarding University grading and withdrawal policies to the Office of the Registrar, 5057 Woodward, Suite 5101, Detroit, Michigan 48202; go to: http://sdcl.wayne.edu/RegistrarWeb/Registrar/policies.

➢ **Grading is based on absolute, rather than comparative criteria.** The final grading scale is as follows:

- 950-1000 = A (4.0)
- 900-949 = A- (3.67)
- 870-899 = B+ (3.33)
- 830-869 = B (3.00)
- 800-829 = B- (2.67)
- 770-799 = C+ (2.33)
- 730-769 = C (2.00)
- 700-729 = C- (1.67)
- 670-699 = D+ (1.33)
- 630-669 = D (1.00)
- 600-629 = D- (0.67)
- <600 = F (0.66)

**The 1000-points available are divided across assignments as follows:**

- Reflective Journal Entries on Discussion Forums (60 points)
- Personal Reflective papers (40 points)
- Positive Behavior Supports Intervention Plan (320 points)
- Classroom Binder (200 points)
- Analysis Essay on Readings (100 points)
- Blackboard (Bb) PBS Modules (120 points)
- Student Profile with Photo on Bb (40 points)
- Attendance/Participation Across Class Activities (120 points)
ASSIGNMENTS DUE DATES

1. Student Profile and “I Am Poem” due 1/22/2015

2. Reflective Journal Entries are to be due weekly worth 6 points a piece earning a total of 60 points

3. Personal Reflection Papers (20 points each)
   a. Thinking about Positive Behavior Supports (PBS) Due January 29, 2015
   b. Learning and Thinking due 4/23/2015

4. Essays are due in the following:
   a. Post on Blackboard the Wednesday after the readings by 11:59 p.m.
   b. Hard copy is due in class on the Thursday after.

5. Modules
   a. Module 1 due February 5, 2015
   b. Module 2 due February 26, 2015
   c. Module 3 due March 12, 2015
   d. Module 6 due April 16, 2015

6. Behavior Intervention Plan (3 parts total of 320 points)
   a. Part A – Case Study due February 26, 2015 worth 100 points
   b. Part B – Functional Assessment due March 12, 2015 worth 100 points
   c. Part C – Behavior Intervention Plan Presentation worth 120 points

7. Classroom Binders Gallery Walk due April 2, 2015 worth 200 points
## VI. SCHEDULE OF READINGS, TOPICS, AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>DATE</th>
<th>SEMINAR TOPIC</th>
<th>READINGS and ASSIGNMENTS DUE</th>
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</thead>
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| **THURSDAY**  
Week #1  
1/15/15 | SESSION #1: Course Syllabus  
Introduction to Blackboard, Positive Behavior Support and PBS Modules  
- What is Positive Behavior Support?  
- What are Challenging Behaviors and ASD?  
- Who Are You?  
- What is Behavior?  
- How to collect the data?  
- Scatter Plot and ABC Logs | Introduction to Blackboard and PBS MODULES  
First Assignments– Introduction & I AM Poem  
Assignment 1 – Student Profile  
Student Profile, Digital Photo and “I AM” Poem on Blackboard (Bb) Website Post by 1/21/2015 and hard copy due 1/22/15  
Assignment 2 – K-W-L  
Assignment 3 - Part A- Behavior Assessments on selected student handouts- TBD |
| Week #2  
1/22/2015 | SESSION #2: Positive Behavior Support and PBS Modules  
What is Positive Behavior Support?  
- Describe Challenging Behaviors in ASD students, LD, EI and CI?  
- Describe and display characteristics of each disability? | Janney & Snell Chapters 1 & 2 (BS) Green Chandler & Dahlquist Chapter 1 (Handout)  
Janney & Snell Chapters 1 & 2 (BS) Green Chandler & Dahlquist Chapter 2 (2002) - COURSE DOCUMENT  
Video – Systematic Instructions  
Handout for Assignment Positive Behavior Support  
Intervention Plan Part A and B Assessments on Student. |
| Week # 3  
1/29/2015 | SESSION #3: READINGS & PBS Module 1  
Go to Course Documents to access the PBS Modules  
Activities Understanding Disabilities  
Behavior Charts | BLACKBOARD WEBSITE ASSIGNMENTS  
PBS Module 1  
1. Copy the following in a folder on your computer: Outline, Glossary, Preview Text, Presentation Text, View Video for text and presentation  
2. Complete Discussion question (Read, answer question and check your answer, copy and submit to teacher)  
3. Turn in Hard Copy Assessments for Modules: 1  
NOTE: Please emails with the percentages printed  
5 out of 5 = 100% or 10 out of 10= 100%, Must be type on the copies turned in or you will not receive credit. |
| Week#4  
2/5/2015 | SESSION #4 Functional Assessments  
- A-B-C Observations and Ecological Inventories  
Videos – Disabilities and Behaviors |
| Week # 5  
2/12/2015 | SESSION 5 - READINGS & PBS Module 2  
Activities to be determined  
COMPUTER LAB (TO BE DETERMINED) | BLACKBOARD WEBSITE ASSIGNMENTS  
PBS Module 2  
4. Copy the following in a folder on your computer: Outline, Glossary, Preview Text, Presentation Text, View Video for text and presentation  
5. Complete Discussion question (Read, answer question and check your answer, copy and submit to teacher)  
6. Turn in Hard Copy Assessments for Modules: 2  
NOTE: Please emails with the percentages printed  
5 out of 5 = 100% or 10 out of 10= 100%, Must be type on the copies turned in or you will not receive credit. |
| Week # 6 | 2/19/2015  
ON SITE | **NO CLASS** | Work on Module 2 and Part A - Case Study of Behavior Intervention Plan  
Janney & Snell Chapters 1 and 2 (SRPS) Purple  
Turn in Hard copy of Part A Case Study and Module 2 Hard copy of the Assessments  
In class  
Assignment 2 - Part B – Functional Assessment – Handouts -TBD (To be discussed)  
Session #6 Social Relationships & School Environment  
* What are Social Relationships?  
* Differences, steps and guidelines  
* Strategies for Staff and Peers  |
| --- | --- | --- | --- |
| Week # 7 | 2/26/2015  
Essay Post on Blackboard. | **NO CLASS**  
**WORK AT ALTERNATE SITE PBS MODULE 3 AND GROUPS FOR PART B: FUNCTIONAL BEHAVIOR ASSESSMENT** | PBS Module 3  
Copy the following in a folder on your computer: Outline, Glossary, Preview Text, Presentation Text, View Video for text and presentation  
Complete Discussion question (Read, answer question and check your answer, copy and submit to teacher)  
7. Turn in Hard Copy Assessments for Modules: 3  
NOTE: Please email with the percentages printed 5 out of 5 = 100% or 10 out of 10= 100%, Must be type on the copies turned in or you will not receive credit.  
Session #7 Developing a Positive Behavior Support Intervention  
* Problem Solving Case Studies in Class  
* Teaching Replacement Behaviors  
* What is developmentally and Age Appropriate?  
Building Support Through Peer Group  
Part C- Behavior Intervention Plan  
Janney & Snell Chapter 4 (BS) Green  
Janney & Snell Chapter 3 (SRPS) Purple  
DUE TODAY  
Module 3 due Hard Copy  
ASSIGNMENT 2 - PART B. FUNCTIONAL BEHAVIOR ASSESSMENTS  
IN CLASS  
Videos on Understanding the disabilities  
1. Children  
2. Youth  
Adults  |
| Week # 8 | 3/5/2015 | **NO CLASS**  
**WSU SPRING BREAK**  
MARCH 16-22/2015 NO CLASS |  
Session #8 PBS 6 Module  
Designing a Positive Behavior Support Intervention  
* Building a PBS Support Team  
* Problem Solving Case Studies in Class: Design the Intervention  
* Teaching Replacement Behaviors  
What is developmentally and Age Appropriate?  
Designing Social Skills Instructions  
Janney & Snell Chapter 5 (BS) Green  
Janney & Snell Chapter 4 (SRPS) Purple  
PBS Module 6  
Copy the following in a folder on your computer: Outline, Glossary, Preview Text, Presentation Text, View Video for text and presentation  
Complete Discussion question (Read, answer question and check your answer, copy and submit to teacher)  
Email Assessments for Modules: 6  
NOTE: Please email with the percentages printed 5 out of 5 = 100% or 10 out of 10= 100%, Must be type on the copies turned in or you will not receive credit. |
<table>
<thead>
<tr>
<th>Week #11</th>
<th>SESSION #9 The Classroom Community</th>
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<tr>
<td>4/2/2015 Essay due on blackboard</td>
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  - Teaching Social Interaction and Self Management Skills
  - Self-Determination and Advocacy
  - What is developmentally and age appropriate?

Janney & Snell Chapters 5 & 6 (SRPS) Purple

Due: Classroom Management Binders Gallery Walk

(Please do not come in trying to put your binder together – points will be taken away)

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<tr>
<th>Week #12</th>
<th>SESSION #10 FINAL PRESENTATIONS Part C - PBS Plan Powerpoint etc.</th>
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<td>4/16/2015</td>
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Assignment 2 - Part C Due - PBS Behavior Plans

**Everyone must have Power point with CD

Module 6 due Hard copy

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<tr>
<th>Week #13</th>
<th>SESSION #11 FINAL PRESENTATIONS Part C - PBS Plan Powerpoint etc.</th>
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Assignment 2 - Part C Due - PBS Behavior Plans

**Everyone must have Power point with CD

<table>
<thead>
<tr>
<th>Week #15</th>
<th>SESSION #12 FINAL EXAMINATION WEEK</th>
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<tr>
<td>4/30/2015</td>
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Z's Villa, 42 Piquette, Detroit, MI

ALTERNATE SITE - OPTIONAL

**ADDITIONAL MATERIALS NEEDED:**

1. 3 – 3 RING BINDERS (1 - 2 inch binder for the Classroom Management Plan; 1 - 1 inch binder for the Positive Behavior Support Intervention Plan (BIP); and a 2 – 2 1/2 inch binder for the PBS Modules handouts and Resources.

2. Flash Drive for this class

3. Dividers (color coded/sections)

4. Labels etc.

5. Highlight markers
VII. REFERENCES


