
Semester: Spring 2019

Class Meeting Days: Monday

Class Meeting Time: 1:15 pm – 4:45 pm

Class Meeting Location: EDU 416

Instructor: Nathaniel von der Embse, Ph.D., NCSP

Office Location: EDU 381 D

Office Hours: Monday 11:00-12:00, By appointment

Phone Number: 974-9698

Email: natev@usf.edu

Teaching Assistant: Andrew Jenkins, jenkins15@mail.usf.edu

I. University Course Description

Content covers psychoeducational interventions for school-referred children and adolescents specific to school psychological services. This is an integrated sequence of courses addressing educational and psychological (direct and indirect) interventions with topics also including consultative service delivery, the acceptability of classroom strategies, classroom and behavior management, and the synthesis of assessment data into effective interventions all within the referral context. Appropriate field experiences will be required for Intervention I and Intervention II; therefore, concurrent enrollment in the Intervention Practicum course for these two courses only is required.

II. Course Prerequisites

None.

III. Course Purpose and General Description

The purpose of this course is to facilitate an advanced level of understanding of the concepts underlying a social learning approach to the development, implementation, and evaluation of behavioral interventions with children and adolescents to improve overall school success. The course is organized around a three-tiered model of service delivery (MTSS) that focuses on core, supplemental, and intensive strategies and interventions, as well as “specially designed instruction” for students with disabilities. The student will learn to identify problematic behavior patterns, develop and assess related hypotheses, as well

as implement and evaluate evidence-based interventions through a consultative, data-based problem-solving approach within a collaborative framework. The focus of this course is placed on instruction and interventions applied in the classroom, in the home, and between home and school settings. Group behavioral approaches will be emphasized, with the classroom teacher and/or the parent(s) as the primary behavior change agent(s). The application of these principles will involve both general and special education settings. In all cases, the successful enhancement of social functioning of *all* students in *all* settings will be the goal of the approaches featured in this course.

Practicum (SPS 6940/41): The purpose of the practicum associated with this course is to provide a setting in which the student can implement the skills learned in this course under the direct supervision of a faculty member, district school psychologist, advanced doctoral student, or doctoral intern. The practicum will take place two days each week for 16 weeks (256 total clock hours) on Tuesdays and Wednesdays in the Pasco County and Hillsborough County School Districts.

IV. How to Succeed in this Course

- **Class attendance is required.** In the case of an emergency, such as hospitalization or death in the family, students are to contact me as soon as possible and situations will be handled on a case-by-case basis. In-class activities cannot be made up. Students who cannot attend class are required to provide 24-hour notice to me. Make-up procedures must be arranged immediately with me. It is my intention to facilitate your success in this course, please do not hesitate to contact me regarding potential barriers to this goal. It is critical that all students will be *active participants* in class activities and discussions. Due to the collaborative nature of the class, it is essential that students are willing to *engage in discussions* regarding their research ideas and progress. Students who are not able to attend two or more classes, are frequently late to class, or do not often engage in course discussion are subject to course failure.
- **Communication.** When emailing me, please include “SPS 6701C” in the subject line, and always cc the teaching assistant, Andrew Jenkins (jenkins15@mail.usf.edu), unless the nature of the request is confidential. It is my intention to facilitate your success in this course and therefore I will respond to emails and meeting requests in a timely manner.
- **Weekly readings.** As graduate students, I expect that you will read ***every*** assigned reading. The readings are intended to provide essential information related to behavioral and mental health assessment. Class lectures are meant to present ideas, clarify details, and discuss emphases for the readings. Class lectures are also a great opportunity for you to ask questions that you have generated during the readings.
- **Civility & Respectful Behavior, Ethical Conduct.** To create and preserve a classroom atmosphere that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. Students are expected to conduct themselves at all times in this classroom in a manner that does not disrupt teaching or learning. Behavior that disrupts the learning process may lead to disciplinary action and/or removal from class.

- Be on time to class. Class starts promptly at 1:15. You should be in your seat and ready to begin class at this time. Class ends at 4:45. Packing up your things early is disruptive to others around you and to the instructor.
- Classroom discussion should be civilized and respectful to everyone and relevant to the topic we are discussing. Classroom discussion is meant to allow us to hear a variety of viewpoints. This can only happen if we respect each other and our differences.
- Any discussion from class that continues on any listserv or class discussion list should adhere to these same rules and expectations.
- **Professional Conduct.** The highest levels of ethical and professional conduct are expected of ALL professional school psychologists and school psychologists in training. At USF, faculty and students alike are expected to model ethically and professionally appropriate behavior in all contexts, including University as well as field settings. The following Professional Work characteristics, as identified by the National Association of School Psychologists, are required of both faculty and students: adaptability, communication skills, respect for human diversity, effective interpersonal relations, ethical responsibility, and initiative and dependability
- **Electronic Devices.** Electronic devices (such as cell phones, iPods, etc.) must be turned off and put away before class. The use of laptop computers during class ***is not permitted***; the instructor will provide notice at least one week in advance when laptops may be used within class to facilitate small group activities. Tablet computers, placed face up and flat on the desk will be permitted to access digital versions of PowerPoint notes. Technological accommodations can be arranged through disability services. Recent research has suggested that laptop use during class results in lower course performance and understanding of course content (Aguilar-Roca, Williams, & O'Dowd, 2012; Carter, Greenberg, & Walker, 2017; Fried, 2008; Sana, Weston, Cepeda, 2013).
- **Technology Supports.** Many course materials will be made available through Canvas, an online course management system. You can access materials by going to the following website: <http://my.usf.edu>, and providing your USF NetID and password. If you have problems accessing materials through this system, you can call the Academic Computing Office at help@usf.edu or by calling 974-1222.

V. Course Topics and Student Learning Outcomes

High-quality and effective educator professional learning that improves student outcomes occurs within learning communities committed to continuous improvement, collective responsibility, and shared decision-making regarding individual and group learning needs (Learning Forward, 2011). Therefore, a portion of student learning within this course will be facilitated through active participation in professional learning communities (PLCs) during class meetings. The purpose of the PLC format is to provide students experience participating within a system of support for continuous improvement of school- and system-wide initiatives, as well as develop knowledge and skills in planning, implementing, and evaluating professional learning activities for educators in schools. Each PLC activity

will vary based upon reading and support materials, subject matter, individual and group learning needs, and contextual variables that emerge during the course of the semester.

In order to complete this course successfully, each student must:

1. Demonstrate the skills to implement behavior supports and interventions to improve school success within a multi-tiered model of learning.

- a. Identify the characteristics of instruction and intervention at each level (e.g., Tier I, Tier II, Tier III, Specialized) within a multi-tiered framework. (Outcome Measure [OM]: class discussions and demonstrations)
- b. Demonstrate a comprehensive knowledge of building-level behavioral intervention components necessary to support classroom-based intervention programs (OM: Review of Schoolwide Discipline Plan/Behavior Rule Matrix, TFI/BOQ)
- c. Demonstrate a comprehensive knowledge of classroom-based components necessary to support interventions and those factors that pose barriers to interventions (e.g., teacher resistance) (OM: PTR Project, Individual Case Study)
- d. Demonstrate skills in the development, implementation, and evaluation of a *group* behavioral intervention program. (OM: Social Skills Group)
- e. Demonstrate an understanding of the relationship between academic achievement and social behavior within an MTSS model. (OM: class discussions, case report/presentation)

2. Demonstrate skills in the application of data-based problem-solving at Tiers I, II, or III within a social learning approach to student behavior.

- a. Demonstrate successful application of the 4-step problem-solving process utilizing social learning theory as a conceptual base (OM: class wide discussion, all assignments)
- b. Demonstrate successful application of program (intervention) evaluation strategies (OM: social skills group intervention report)
- c. Demonstrate skills in the successful application of behavioral consultation strategies such as interviewing, data collection, plan development, and evaluation (OM: Case presentation)
- d. Demonstrate understanding of student engagement issues, and knowledge of the interaction of behavioral engagement factors and instructional practices within the problem-solving process (OM: class discussions, case presentation/report)

3. Demonstrate knowledge and application of specific evidence-based behavioral principles, skills, and procedures.

- a. Demonstrate an understanding of job-embedded professional learning processes (i.e., internal coaching, individual consultation, professional learning)

communities) to support specific educator skill building within multi-tiered systems of support (MTSS)(OM: class discussions and participation)

- b. Demonstrate specific skills in the application of the following procedures
 - i. Positive behavior support strategies (OM: classroom demonstration)
 - ii. Physical restraint procedures (OM: classroom role play)
 - iii. Classroom-based social skills training (OM: social skills group report)
 - iv. Anger control training (OM: classroom demonstration)
 - v. Group applications of five-step time-out procedures (OM: classroom role play)
 - vi. Response Cost/Overcorrection (OM: classroom role play)
 - vii. Self Monitoring, instruction, and control (OM: classroom demonstration)

4. Demonstrate a comprehensive understanding of the broader political, cultural, and educational systems factors that influence the effectiveness of behavioral supports that impact student learning.

- a. Demonstrate an understanding of and consideration for legal, ethical, and child advocacy considerations in the decision-making as well as the development of IIP's and behavioral consultation and coaching processes (OM: class discussion, subjective evaluation by practicum supervisor)
- b. Demonstrate cultural competence in the application of the problem-solving process with demographically diverse groups of students and families (OM: statement of how considerations were included in case study)
- c. Demonstrate an understanding of the factors associated with treatment acceptability, treatment integrity, teacher perceptions of interventions, and those affecting integration and re-integration (OM: class assignment).

This course builds on prerequisite graduate coursework that provided a foundational base in discipline-specific knowledge related to affective, developmental, and social aspects of behavior. Content and learning activities in each week of this course provide advanced study of social aspects of behavior (e.g., Class 6 addresses social learning theory and development of social skills). Additionally, course objectives and learning activities afford advanced integrative knowledge pertinent to affective (e.g., student engagement) and social bases of behavior.

For students enrolled in the School Psychology Program, the knowledge base and professional competencies developed through this course address the goals of the School Psychology Program as indicated below. The course objectives relating directly to desired Professional Competencies and Program Goals are noted in the table below.

Competencies for Practice in Health Service Psychology (APA CoA)	Program Goals for School Psychology Practice (NASP Domains)	Course Objectives
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Research	Research and Program Evaluation	2b, 3a
Individual and Cultural Diversity	Diversity in Development and Learning	4b
Assessment	Data-Based Decision-Making and Accountability	4c
Intervention	Interventions and Instructional Support to Develop Academic Skills	1e
	Interventions and Mental Health Services to Develop Social and Life Skills	1a, 1b, 1d, 3b
Ethical and Legal Standards	Legal, Ethical, and Professional Practice	2a, 3a, 4a
Professional Values, Attitudes, and Behaviors		
Supervision		N/A
Communications and Interpersonal Skills	Consultation and Collaboration	1c, 2c, 2d
Consultation and Interprofessional/ Interdisciplinary Skills	School-Wide Practices to Promote Learning	1a, 1b
	Preventive and Responsive Services	2c
	Family-School Collaboration Services	4b

VI. Required Texts and/or Readings and Course Materials

- Journal articles and Best Practices chapters as assigned on syllabus schedule and will be uploaded to the Canvas course site
- Simonsen, B. & Myers, D. (2015). *Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management*. New York: Guilford. ISBN: 9781462519439
- McGinnis, E.M. (2011). *Skillstreaming the elementary school child. (3rd Ed)*. Champaign, IL: Research Press. ISBN: 0878226559 (**alternative option for adolescent child depending on practicum case assignment**).

VII. Supplementary (Optional) Texts and Materials

None

VIII. Grading Scale

Your grades will be posted on Canvas. I will use the following scale to determine your final letter grade: **A** (93-100%), **A-** (90-92%), **B+** (87-89%), **B** (83-86%), **B-** (80-82%), **C+** (77-79%), **C** (73-76%), **C-** (70-72%), **D+** (67-69%), **D** (63-66%), **D-** (60-62%), **F** (0-59%).

Remember that **you are responsible** for your final grade in the class and your grade is determined by the number of points that you earn. If you do not understand a grade or you think a grade is incorrect, you need to notify me via email within one week of the grade being posted and explain your specific concern clearly.

IX. Grade Categories and Weights

1) Participation and engagement in class discussion and trainings	20% of grade
2) Behavior Rule Matrix (Due 1/28)	10% of grade
3) Review of Tier II Intervention and Implementation Guide (Variable)	10% of grade
4) Professional Seminar or Training (Variable)	10% of grade
5) Individual Case study or PTR Case (Variable Due Dates)	25% of grade
6) Group Social Skills Intervention, Reflection, and Presentation (Due 4/29)	25% of grade

X. Assignments

*****Submitting assignments.** Assignments will be turned in via Canvas links. Assignments are due **BEFORE** class begins. Assignments that are late (after 1:15 pm EST on the day the assignment is due) **will not be accepted** and result in 0 points earned. In the rare event that an extension is granted, a request must be made by the student 72 hours before the assignment is due and written confirmation of approval or disapproval via email will be provided by the instructor.

*****Assignment Planning with Practicum Supervisor.** Students should identify a potential “case study” group (i.e., social skills) and individual (i.e., teacher consultation) immediately (i.e., first week of the semester) and begin distributing parental consent forms. If one of the group participants leaves the school, the graduate student must meet with the instructor and TA to determine alternative arrangements. In addition, please identify a time during the semester to provide a 20 minute professional seminar (described below).

Participation and Engagement. Graduate students in school psychology are expected to come prepared to every class having read the assigned readings, be ready to discuss these readings, and be willing to ask questions and respond to instructor questions. Being *engaged* is a critical component of this course, and students will demonstrate knowledge of course material via questions and participation in small group activity. If students do not consistently participate in course discussion or ask questions, the participation and engagement grade will reflect as such. Pop quizzes may be substituted throughout the semester if class engagement is deemed by the instructor to be insufficient. If there are anticipated difficulties in responding to class questions or engaging in class materials, students are encouraged to meet with the instructor at the beginning of the semester to arrange alternative assignments.

Weekly Discussions: Students will be required to respond to a discussion post weekly on Canvas. The discussion questions each week will be based on **one** of the required weekly

readings. The question will be posted no later than **5:00 p.m.** on Monday after class for the follow week. Responses are due no later than **Friday at 5:00 p.m.** Each week 2-3 questions will be posted; however, students are only required to **response to one of the questions**. Responses should be approximately for **250-500 words** and follow **APA formatting** for in-text citations (reference section is not required). It is expected that these responses include: (1) a brief summary (4-5 sentences) of the article, (2) your analysis on implications for SP practice, and (3) any questions that you may have (on the reading, or any of the relevant weekly readings). These will be complied and reviewed at the beginning of the class each week. These discussions will facilitate weekly reading, allow students to ask any questions on the weekly readings, and **will be counted as part of your participation and engagement grade.**

Behavior Rule Matrix. Students will identify and describe behavioral expectations for both classroom and non-classroom (i.e., whole school) settings. This will consist of identifying 3-5 positively stated expectations, and completing the matrix with 2-3 positively stated examples of rule-following behavior within each of the settings for each basic behavioral expectation. The final product should be approximately 3-5 single spaced pages. **DUE 2/4.**

Tier II Intervention Review and Implementation Guide. In dyads (or tryads), graduate students will select one Tier II intervention to review and produce and implementation guide of *professional quality*. An example review and implementation guide for Check In, Check Out will be included on the Canvas course site. The purpose of this assignment is for graduate students to have a strong understanding of the evidence for a particular behavioral or social-emotional Tier II intervention such that they can utilize the implementation guide to facilitate use in schools with the teacher as the primary implementer. Students may consult with the instructor to determine if their selected intervention meets criteria as (1) Tier II and (2) behavioral or social-emotional in focus. The following should be included in the approximately 4-5 single spaced review: brief description, tiered level/domain addressed, type of intervention, brief overview of evidence-based, implementation steps, progress monitoring, and additional resources. The implementation guide should include a progress monitoring template and fidelity checklist, that will in turn could be used within the *individual case study*. Lastly, students will briefly (approximately 10 minutes), discuss their handout creation consistent with the content covered per class week. Students will complete a 1-2 page, single spaced critical reflection for this assignment. **Variable due dates.**

Professional Training and/or Seminar. An essential component of this class is the distributed knowledge of behavioral interventions via the primary change agent (i.e., teacher). Students will be required to develop a brief (approximately 15-20 minute) presentation to the teaching staff or PLC (could be grade level) at their practicum school. This presentation is designed to provide the necessary background on an evidence-based behavioral intervention (*ideally linked to Tier II intervention review*), *why* this

intervention should be used, *how* this intervention is to be implemented, and *how* to monitor the effectiveness of the intervention. Students will submit a PowerPoint (or equivalent) presentation to the Canvas site, in addition to a 1-2 page single spaced reflection on the effectiveness of the professional seminar. **Variable due dates.**

*Individual Case Project **OR** Prevent, Teach, Reinforce Project.* This class is closely aligned with *Project EBAS: Enhancing Behavior Analytic Services for Children with Severe Emotional and Behavioral Disorders*. Students will learn to engage in a 5-step problem solving process using the Prevent-Teach-Reinforce (PTR) model (Dunlap et al., 2011), which includes the following 5 steps: (1) Team Building, (2) Goal Setting, (3) Assessment, (4) Intervention, and (5) Evaluation. Students will (a) guide educators to complete a comprehensive FBA, develop and implement a multi-component intervention plan, and monitor child progress, (b) evaluate fidelity, (c) develop daily data evaluation systems for decision-making, (d) deliver scaffolded training using interactive activities and collaboration procedures, (e) evaluate social validity, and (f) evaluate alliances between educators and consultants (see PTR steps and materials in Appendix). **Participation in PTR is voluntary;** alternatively, graduate students will work with one classroom teacher to identify a student in their classroom to go through a behavioral problem-solving framework that includes (1) goal setting, (2) an FBA, (3) a behavioral intervention plan, (4) fidelity inventory, (5) evaluation of daily progress and social validity. The length of the individual case study is variable (approximately 5-8 pages) and will include a 1-2 single spaced reflection on applications to practice. **VARIABLE DUE DATES.**

Social Skills Group and Presentation. Students will select one of several social skills groups (i.e., Skillstreaming, Incredible Years, Second Step, Resilience Education Program) that will be conducted at *either* the class or small group (3-6 students) level. Groups may be co-facilitated by practicum dyads and will last for at least 6 sessions (minimum of three weeks, preferably once a week for six weeks). For many practicum sites, parent consent and student assent will be required—please check with your practicum site supervisor *immediately* for processes and to begin consent if applicable. Students will detail selection or baseline data, summarize lesson plans, document progress monitoring data, and report effectiveness of service. Students will also submit lesson plans (example provided) and supporting materials (handouts, posters). Final Summary Reports should follow a problem-solving framework (problem identification, problem analysis, intervention completed, evaluation plan) and will be approximately 7-10 pages in length and will include a 1-2 single spaced reflection on applications to practice. Examples of social skills groups will be provided on Canvas. ***Students will present final case findings in a 15 minute presentation on the last day of class. DUE 4/29***

XI. Grade Dissemination

Graded tests and materials in this course will be returned individually only by request. You can access your scores and related assignment feedback at any time using "Grades" in Canvas.

XII. Course Schedule

Class 1	January 7 th
Topics	• Overview of course and course assignments • Overview of 3-tiered model of service delivery • Overview of Professional Learning (PLC) framework • Review of the problem-solving process applied across tiers • Integration of academic and behavior instruction and interventions
Readings	4-Step Problem-Solving Process Fact Sheet, http://www.floridarti.usf.edu/resources/format/pdf/mtss_q_and_a.pdf Integrating Tiers: http://florida-rti.org/gtips/docs/IntegratingTiers-throughProblemSolving.pdf (skim) Guiding Tools for Instructional Problem Solving (G-TIPS-R): http://www.floridarti.usf.edu/resources/topic/overview_of_rti/GTIPS-R_Print/GTIPS-R_print.pdf
Assignments Due	

Class 2	January 14 th
Topics	• School-Wide Positive Behavioral Interventions and Supports (SWPBIS) Part I: • Intervention Integrity and treatment acceptability • Data-based decision-making and ecological perspectives • Ethical, legal, and professional considerations • GUEST LECTURE: Kent McIntosh Webinar on Disproportionality in PBIS

Readings	George, H.P., & Kincaid, D. K. (2008). Building district-level capacity for positive behavior support. <i>Journal of Positive Behavior Interventions</i>, 10, 26-32. (CANVAS) Kovaleski, J.F. & Marco-Fies, C.M. (2013). Treatment integrity: Ensuring the “I” in RtI. Available online at: http://rtinetwork.org/getstarted/evaluate/treatment-integrity-ensuring-the-i-in-rti Simonsen & Myers (2015): Chapter 2, 3 (Optional) Florida PBIS Model Site Requirements: https://www.livebinders.com/play/play?id=2284819 (Optional) Implementing MTSS for Behavior: Recommended Practices for School and District Leaders. Available online at: http://flpbs.fmhi.usf.edu/pdfs/RtIB%20Technical%20Assistance%20Paper.pdf
Assignments Due	

January 21st NO CLASS—Martin Luther King Holiday

Class 3	January 28 th
Topics	• School-Wide Positive Behavioral Interventions and Supports (SWPBIS) Part II: • Implementation barriers and opportunities • Cultural considerations within PBIS • Review of Schoolwide Behavioral (Rule) Matrix • Transition to Classwide PBIS, Review Classwide Behavioral Matrix • GUEST LECTURE: Dr. Brian Gaunt

Readings	Sugai, G., O’Keeffe, B.V., & Fallon, L.M. (2012). A contextual consideration of culture and school-wide positive behavior support. <i>Journal of Positive Behavior Interventions</i>, 14(4), pp. 197-208. (CANVAS) McIntosh, K., Predy, L.K., Upreti, G., Hume, A.E., Turri, M.G., & Mathews, S. (2014). Perceptions of contextual features related to implementation and sustainability of school-wide positive behavior support. <i>Journal of Positive Behavior Interventions</i>, 16(1), pp. 31-43. (CANVAS) Simonsen & Myers (2015): Chapters 4, 5 Schoolwide Evaluation Tool (SET) https://www.pbisapps.org/Resources/SWIS%20Publications/School-Wide%20Evaluation%20Tool%20(SET).pdf
Assignments Due	

Class 4	February 4 th
Topics	• Classwide PBIS and Classroom Management Part I: • Introduction to Classroom Management • Maximizing classroom structure • Teaching positively stated expectations • Prevention strategies
Readings	Cook, C.R., Grady, E.A., Long, A.C., Renshaw, T., Cogging, R.S., Fiat, A., & Larson, M. (2016). Positive-to-negative interactions on students’ classroom behavior. <i>Journal of Positive Behavior Interventions</i>, (CANVAS) Simonsen & Myers (2015): Chapter 6 Hulac & Briesch (2017): Chapters 2, 3 (CANVAS)
Assignments Due	Turn in Rule Matrix/School-Wide Discipline Plan Assignment

Class 5	February 11 th
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Topics	• Social Skills Training Part I: • Interventions for relational aggression vs. social skills/competency instruction • Preview of Role Plays • Monitoring Progress and Determining need for Social Skills
Readings	Complete Chapters 1, 2, & 3 from McGinnis, E.M. (2011). <i>Skillstreaming the elementary school child</i>. Champaign, IL: Research Press. Maag, J.W. (2006). Social skills training for students with emotional and behavioral disorders: A review of reviews. <i>Behavior Disorders</i>, 32, 5-17. <u>(CANVAS)</u>
Assignments Due	

Class 6	February 18th
Topics	• Social Skills Training Part II: • Student led role plays and feedback
Readings	Complete Chapters 4-8 from McGinnis, E.M. (2011). <i>Skillstreaming the elementary school child</i> . Champaign, IL: Research Press.
Assignments Due	Trish & Joe

February 25th: NO CLASS—NASP Conference

[Assignment: Professional Training or Seminar]

Class 7	March 4th
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Topics	• VIRTUAL TRAINING: ZOOM LINK WILL BE DISTRIBUTED • Classroom Management Part II: • Responding to Inappropriate Behavior • Reinforcing Appropriate Behavior • Check In, Check Out and/or Good Behavior Game Training • GUEST LECTURE: Devereux Center for Effective Schools • GUEST LECTURE: Principals of Classroom Management; Dr. Natalie Romer Devereux Center for Effective Schools is inviting you to a scheduled Zoom meeting. Topic: CICO for USF Time: Mar 4, 2019 1:00 PM Eastern Time (US and Canada) Join Zoom Meeting https://zoom.us/j/472317953 One tap mobile +16699006833,,472317953# US (San Jose) +16465588656,,472317953# US (New York) Dial by your location +1 669 900 6833 US (San Jose) +1 646 558 8656 US (New York) Meeting ID: 472 317 953 Find your local number: https://zoom.us/u/adrfmq54xv Join by SIP 472317953@zoomcrc.com
Readings	Simonsen & Myers (2015): Chapters 7, 8 Hulac & Briesch (2017): Chapter 6 (<u>CANVAS</u>) Wright, R.A., & McCurdy, B.L. (2012). Class-wide positive behavior support and group contingencies: Examining a positive variation of the Good Behavior Game. <i>Journal of Positive Behavior Interventions</i>, 14(3), 173-180. (<u>CANVAS</u>)
Assignments Due	

March 11th NO CLASS—USF Spring Break

UNIT III: Targeted Positive Behavior Support Strategies and Special Topics

- Advanced Tier Systems
- Reinforcement and Reductive Strategies
- Individual Behavioral Consultation
- Group Work with Parents

Class 8	March 18 th
Topics	• Tier III Interventions Part I: • Aggressive Behaviors – Verbal and Physical, Skill: De-escalation • Discussion on ethical and appropriate use of restraint and dangers of using restraint. • Student led presentation/discussion on review of research on punitive vs positive approaches to behavior supports/change.
Readings	Debnam, K.J., Pas, E.T., & Bradshaw, C. (2012). Secondary and tertiary support systems in schools implementing school-wide positive behavioral interventions and supports: A preliminary descriptive analysis. <i>Journal of Positive Behavior Interventions</i>, 14(3), 142-151. (CANVAS) Smith, S.W., Lochman, J.E., Daunic, A.P. (2005). Managing aggression using cognitive-behavioral interventions. State of the practice and future directions. <i>Behavior Disorders</i>, 30, 227-240 (CANVAS) Council for Children with Behavior Disorders. (2009). Position Summary on the Use of Physical Restraint Procedures in School Settings. <i>Behavior Disorders</i>, 34(4), 2223-234. (CANVAS)
Assignments Due	Marie & Holland Hannah, Nick & Jennifer

Class 9	March 25 th
Topics	• Tier III Interventions Part II: • Psychological Skills Training/Anger control training • Prepare Curriculum: Goldstein pp. 251-321 • Time Out • Observe Anger Control Demo

Readings	Goldstein, A.A. (1998). (Chapter 4) <i>The prepare curriculum: Teaching prosocial competencies</i>. Champaign, IL: Research Press. <u>(CANVAS)</u> Stage, S.A., & Quiroz, D.R. (1997). A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings. <i>School Psychology Review</i>, 26, 333-368. <u>(CANVAS)</u> Vegas, K., Jenson, W., & Kircher, J.C. (2007). A single-subject meta-analysis of the effectiveness of time-out in reducing disruptive classroom behavior. <i>Behavior Disorders</i>, 32, 109-121. <u>(CANVAS)</u>
Assignments Due	

Class 10	April 1st
Topics	• Tier III Interventions Part III: • Classroom Group Procedures & Evidence-based Programs for large or small groups. • Self-Monitoring and Self-Control Interventions • Behavior Support Plans
Readings	Bruhn, A., McDaniel, S., & Kreigh. (2015). Self-monitoring interventions for students with behavior problems: A systematic review of current research. <i>Behavioral Disorders</i> 40(2), 102-121. <u>(CANVAS)</u> Crone, Hawken, Horner (2015). Chapters 4-6. <u>(CANVAS)</u> Hulac & Briesch (2017): Chapters 7 <u>(CANVAS)</u>
Assignments Due	Erin & Faith

Class 11	April 8th
Topics	• Systems Coaching Across Tiers • Fundamentals of Professional Learning • GUEST LECTURE: Dr. Amanda March

Readings	March, A.L., Castillo, J.M., Batsche, G., & Kincaid, D. (2016). Relationship between systems coaching and problem-solving implementation fidelity in a response-to-intervention model. <i>Journal of Applied School Psychology, 32</i>, 147-177. <u>(CANVAS)</u> Freeman, J., Sugai, G., Simonsen, B., & Everett, S. (2017). MTSS Coaching: Bridging knowing to doing. <i>Theory Into Practice, 56</i>, 29-37. <u>(CANVAS)</u>
Assignments Due	Marissa & Haley Amarah & Melissa

Class 12	April 15th
Topics	• Parent Training and Strengthening Parenting Skills • GUEST LECTURE: Dr. Christopher Vatland
Readings	Barkley, R. A. (1997). Parts I & II (Chapters 1-10) in <i>Defiant children: A clinician's manual for parent training (2ndEd)</i>. New York: Guilford. <u>(CANVAS)</u> Barkley, R. A. (1997). Parts III & IV (Assessment Materials & Parent Handouts) in <i>Defiant children: A clinician's manual for parent training (2ndEd)</i>. New York: Guilford. <u>(CANVAS)</u> Fettig, A., & Barton, E. E. (2014). Parent implementation of function-based intervention to reduce children's challenging behavior: A literature review. <i>Topics in Early Childhood Special Education, 34</i>(1), 49-61. <u>(CANVAS)</u>
Assignments Due	

Class 13	April 22nd
Topics	• SWPBIS in Early Childhood Settings • GUEST LECTURE: Dr. Lise Fox

Readings	Hemmeter, M. L., Snyder, P. A., Fox, L., & Algina, J. (2016). Evaluating the implementation of the Pyramid Model for promoting social-emotional competence in early childhood classrooms. <i>Topics in Early Childhood Special Education, 36</i> (3), 133-146. (CANVAS)
	Snyder, P. A., Hemmeter, M. L., & Fox, L. (2015). Supporting implementation of evidence-based practices through practice-based coaching. <i>Topics in Early Childhood Special Education, 35</i> (3), 133-143. (CANVAS)
	Hemmeter, M. L., Snyder, P., & Fox, L. (2018). Using the Teaching Pyramid Observation Tool (TPOT) to Support Implementation of Social–Emotional Teaching Practices. <i>School Mental Health, 10</i> (3), 202-213. (CANVAS)
Assignments Due	

Class 14	April 29th
Topics	Final Case Presentations
Readings	
Assignments Due	Final Case Presentations (Submit via Canvas)

The schedule and procedures described in the syllabus are subject to change in the event of extenuating circumstances. The assignment dates are tentative and can be changed at the discretion of the professor.

XIII. Course Policies:

See the Provost’s website for standard USF policies on the following topics:

- Academic Grievance Procedure
- Academic Integrity
- Disruption to Academic Process
- Disability Access
- Religious Observances
- Sexual Misconduct/Sexual Harassment Reporting
- Statement of Academic Continuity

(<https://www.usf.edu/atle/teaching/policies-and-procedures.aspx>)

- **Religious Observances.** All students have a right to expect that the university will reasonably accommodate their religious observances, practices and beliefs. Students are

expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. *Students who notify the instructor in this way will not lose attendance and participation points for absence(s) due to major religious observance.*

- **Incompletes.** Students will not be given an Incomplete in the course unless there is an appropriate reason (e.g., medical problems). This course fulfills one of the core requirements for the school psychology program. Therefore, satisfactory progress for students in that program is defined as attainment of a B- or better.
- **Academic Integrity.** Academic integrity is a fundamental value of higher education and the University of South Florida; therefore, I will not tolerate acts of cheating, plagiarism, falsification or attempts to cheat, plagiarize or falsify. Should I determine that an academic integrity violation has taken place, I reserve the right either to assign a grade penalty or to refer the case to the Office of Student Rights and Responsibilities for an Academic Integrity Board hearing. The minimum grade penalty that I will assign is an F for the assignment/course. Should it come to my attention that you have had a prior academic integrity violation, or if there are other aggravating circumstances, I will refer the case directly to the Office of Student Rights and Responsibilities. Should the Academic Integrity Board determine that you committed an academic integrity violation, you may be assigned a grade penalty and/or any other sanction allowed in the student Code of Conduct, up to and including suspension from the University.
- **Detection of Plagiarism.** The University of South Florida has an account with an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted as electronic files and 2) electronically submit assignments to Turnitin, or 3) ask students to submit their assignments to Turnitin through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. For more information about Turnitin and plagiarism, go to <http://www.usf.edu/atle/technology/turnitin.aspx> and <http://ugs.usf.edu/catalogs/1516/pdf/AcademicIntegrityOfStudents.pdf>. **Student Academic Grievance Policy.** <http://ugs.usf.edu/catalogs/1516/pdf/StudentAcademicGrievanceProcedures.pdf>
- **Canvas:** This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.
- **End of Semester Student Evaluations:** All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by

email when the response window opens. Your participation is highly encouraged and valued.