



**Wichita State University
College of Education
School of Teaching and Curriculum Leadership
Preparing Highly Competent, Collaborative, Reflective Professionals**

**CI 818- 15020 & 17776 – Positive Behavior Supports and Social and Emotional Methods –
(3 credit hours)**

Course Syllabus - Fall 2013

Class Times: Class completely online hosted via Blackboard

Instructor: Mandy E. Lusk, Ph.D.

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Office: Room 116 Corbin Education Center

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Office hours: WSU Main Campus - Thursdays 3:00 to 5:00 and 7:30 to 8:30 pm on WSU Main Campus as well as appointments made via email. Please note: Email will be returned within 48 hours unless on the weekends.

Note: Weather Cancellations – Call 978-6633 (select 2) to obtain information on weather related class cancellations.

Catalog Description: This course develops knowledge and skills for conducting a functional behavior assessment and positive behavior support plan needed by classroom teachers to affect academic and social-emotional outcomes. Addresses connections of challenging behaviors to aspects of the learner's (a) environments, (b) cultural diversity, (c) developmental and academic skills, and (d) physiological needs. Corequisite: CI 818A

Required Textbook(s):

Scheuermann, B. K. & Hall, J. A. (2012). *Positive Behavioral Supports for the Classroom*. Upper Saddle River, NJ: Pearson Education, Inc.

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association*. (6th Ed.). Washington, D.C.

Optional Textbook:

Lane, K. L., Cook, B. G., & Tankersley, M. (2013). *Research-based Strategies for Improving Outcomes in Behavior*. Upper Saddle River, NJ: Pearson Education, Inc.

Major Topics:

The College of Education is comprised of five departments whose synergy provides powerful understanding of lifespan development and academic innovation in living and learning. We prepare teachers, school administrators, counselors, educational and school psychologists, athletic trainers, exercise and sport professionals for 21st century careers. All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles. **The vision statement is to prepare candidates who are highly competent, collaborative and reflective professionals.** Guiding principles associated with major topics being addressed in this course are indicated in the table below: *

Learner Outcomes (assessments, guiding principles and KSDE standards)

Course Outcomes The student will:	Related Assessment	Guiding Principles from Conceptual Framework	KSDE Program Standards
1. develop an awareness of diversity, including exceptionalities.	Text exercises	HDD	S2-K2, S3-K2, S3-K4, S3-K6, S13-K2, S13-K3
2. identify and discuss the cultural, social, and legal trends related to the child and adolescent development and the impact on curricular planning for schools.	Text exercises	PR, HDD	S3-K6, St-K2, S10-K2, S13-K2, S13-K3, S13-K4, S13-K5, S13-K6
3. demonstrate evidence of a working knowledge of key terms and concepts relating to diversity, exceptionalities, and culturally responsive teaching.	Final project	HDD	S2-K3, S3-K6
4. identify teaching/learning issues for diverse student populations.	Text exercises	HDD	S2-K2, S2-K3, S3-K1, S3-K2, S3-K4, S3-K6
5. describe the characteristics of, service delivery models for, and identification/assessment procedures related to English Language Learners (ELL's), special education students, and students identified as gifted and talented	Text exercises and final project	HDD	S2-K1, S2-K2, S3-K1, S3-K2, S3-K4, S3-K6
7. examine and interpret educational policy and practice through critically reflective oral, written, and visual communication.	Final project	PR, HDD	S2-K1, S2-K2, Se-K3, S3-K1, S3-K2, S3-K4, S3-K6

http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf

Students will be expected to (1) access WSU Blackboard for course information; (2) use email, including their **WSU email account** for communication with the instructor; (3) access course readings online and conduct searches for course-related information; and (4) use word processing programs for all assignments. Assignments may be submitted electronically through Blackboard.

The COE Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at <http://www.wichita.edu/education/techcenter>

Diversity Expectations: Dr. Lusk is committed to providing an atmosphere of learning that is representative of a variety of multicultural perspectives. In order to learn, we must be open to the views of people different than ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students' opinions and refrain from personal attacks or demeaning comments of any kind (Based on the University of Alabama's syllabus guide: <http://www.comstudies.ua.edu/pdf/UAsyllabusconstruction.pdf>)

Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class. Remember that e-mail is NOT secure nor is it private. In keeping with F.E.R.P.A. regulations, do not use the real names of students or co-workers in any e-mail post, reflections, case study, or in-class/online discussion.

***We will **use person-first language** in our class discussions and written assignments and it is recommended in your professional practices.

Performance Assessment: Both the state of Kansas and national accreditation organizations require that university programs for the preparation of teachers and other school personnel be performance-based. In particular, this requires that program candidates meet criteria established for each of at least four Transition Points. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving satisfactory ratings on certain required assessments some of which are embedded within program coursework. Transition requirements for this course include:

1. **Dispositions—faculty evaluation.**
(Note: Completion of faculty disposition assessment with no indicator below 2.)
2. **Grade of “C” or better. Please note that the graduate school will not accept a grade of C- on a Plan of Study.**

Information on program Transition Point requirements can be found in the program handbook. Candidates unable to successfully meet Transition Point criteria will ordinarily be assigned remediation, which may affect progress in the program (e.g., not proceeding to next semester's coursework). Meeting Transition Point criteria ultimately are necessary to secure licensure recommendation or graduation even though general GPA requirements may be met.

Participation/Disposition/Professionalism: Students, please understand that your participation and disposition in this class symbolizes your professionalism. As one of the Council for Exceptional Children (CEC) and State of Kansas teaching standards, you are expected to conduct yourself in a professional manner at all times during your program at WSU. Students are expected to construct professionally written emails to all persons at WSU. In addition, if a student has issues regarding the instructor and/or course assignments, he or she is expected to schedule a meeting with Dr. Lusk via email. During online class discussions, students are expected to be respectful to their peers and the instructor. Please understand that WSU faculty reserve the right to fail a student in their classes based on unprofessionalism, lack of participation, and/or poor dispositions, regardless of the grade average of the course assignments. In short, treat others as you would want to be treated.

Academic Honesty: A standard of honesty, fairly applied to all students, is essential to a learning environment. *****Please be advised that ALL assignments will be vetted through SafeAssign, which is WSU's plagiarism detection software.** Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the College or University level and may result in suspension or dismissal. Dismissal from a College for academic dishonesty, constitutes dismissal from the University ([WSU Student Code of Conduct](#))

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

Late Work and Assignment Submission: Students are expected to meet all assignment deadlines. **No late assignments will be accepted. NO EXCEPTIONS!** Assignment expectations are given on the first day of class, and please plan your time accordingly. Dr. Lusk will NOT be returning graded assignments to any student unless he or she schedules a meeting with Dr. Lusk to discuss critiques of the assignments. At this meeting, you will receive a copy of the critiques and Dr. Lusk will schedule approximately 30 minutes with you to give feedback to the student. Please understand it is your responsibility to schedule these meetings with Dr. Lusk.

All assignments will need to be submitted by 9:00 a.m. on Mondays each week. Dr. Lusk will open each week of assignments and readings by 9:00 am every Monday. When submitting an assignment electronically, you will need to save your assignments. Please save them using the assignment title followed by your first and last name.

Course Credit Hours: For a three credit hour course, the expectation of work in order to be successful is a minimum of 45 hours over the length of the course for instruction and preparation/studying or course related activities for a total of 135 hours.

Exceptionalities: If you have a physical, perceptual, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, contact the Office of Disability Services (ODS), Grace Wilkie Annex, room 173. (Voice/TDD 978-3309). ODS will review your concerns, confirm your disability, and determine, with you, what accommodations are necessary. All information and documentation of your disability is confidential and will not be released by ODS without your written permission.

Counseling and Testing Center: The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Shocker Alert System: SAS facilitates electronic emergency notification to individual faculty, staff, and students within the University community are delivered through mass e-mail and text messaging. See www.wichita.edu/alert

Educational Materials Resource: Book fine policies are in effect for any materials checked out for this class from the Library Resource Center (LRC) at the Joyce Focht Instructional Support Center (USD 259), 412 S. Main, Wichita. All materials for this class must be returned and fines paid at the LRC by this semester's Study Day before grades for this class will be recorded.

APA and Writing: All papers are to be written with correct grammar, mechanics, and punctuation, and formatted in American Psychological Association (APA) 6th edition format. **Simply stated, purchase the APA manual and READ IT.** You will need to have ALL of your assignments proofread by a knowledgeable person. This manual is the format framework behind all of your professionally written papers in this master's program. APA errors will need to be at a minimum. Matter of fact, if a paper has 10 or more APA errors, the student will earn a zero for that particular assignment. In addition, you will need to make sure all of your papers are edited by a competent, creditable person. Your WSU faculty will not serve as editors, so you will need to have your papers written and edited by one or multiple persons before the due date. Most common editing mistakes are grammatical errors, sentence structure errors, papers written in passive voice versus active voice, spelling errors. Your WSU faculty will hold your writing and assignments to a high standard. Please prepare yourselves for these expectations. WSU has a writing center on campus. There are NO excuses (Table has been adapted; however, provided by Dr. Donna Sayman).

All assignments will be graded by Dr. Lusk. Again, you will be expected to schedule an appointment with Dr. Lusk to discuss revisions/questions/comments about all graded assignments. It is your responsibility to schedule the appointment with Dr. Lusk via email.

APA Expectations and Rubric

Type of Error	Penalty
<p>APA 6th Edition Format – basic format of paper:</p> <ul style="list-style-type: none"> ➤ 12 point Times New Roman font, ➤ double-spaced, 1” margins ➤ running head and page numbers ➤ required level of headings and subheadings ➤ meets page limitations 	<p>-Papers that do not meet the font, spacing, and margin requirements will not be read and no points will be earned for the assignment.</p> <p>-Papers that do not meet the required level of headings will not be read and no points will be earned for the assignment.</p> <p>-Papers that exceed page limitations will not be read and no points will be earned for the assignment.</p>
<p>Grammar, mechanics, punctuation:</p> <ul style="list-style-type: none"> ➤ person first language ➤ written in the 3rd person ➤ spelling, ➤ agreement with subject and verb and past and present tenses; appropriate use of punctuation and spacing, such as commas, semicolons, periods, quotation marks, parentheses, etc. ➤ correct sentence structure ➤ appropriate paragraph structure <p>APA 6th Edition Format – direct quotations and in-text citations:</p> <ul style="list-style-type: none"> ➤ exact quotations correctly referenced ➤ in-text citations correctly referenced 	<p>Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being read further or graded and no points will be earned for the assignment.</p>
<p>APA 6th Edition Format – references page:</p> <ul style="list-style-type: none"> ➤ 12 point font, double-spaced, 1” margins, hanging indents ➤ correct format for articles, books, websites, etc. <p>**NOTE: Errors on the Reference page count separately from errors within the text of the paper:</p>	<p>Errors will be marked but not corrected. Once ten errors are marked, the paper will be returned without being graded and no points will be earned for the assignment.</p>

Course Assignments:

Students are expected to meet all assignment deadlines. Professional educators are required to plan and develop Individualized Education Plans, student testing, re-evaluations, plan parent meetings, and perform a host of sundry administrative duties. All of these activities are expected and in some instances, even required by law, to be conducted on time. As part of the correlation between collegiate theory and in your real world practice, **no late assignments will be accepted.** All assignments will be distributed by Dr. Lusk, and please plan your time accordingly.

When submitting an assignment electronically, you will need to save your assignments. Please save them using the assignment title followed by your first and last name

[1] Participation/Disposition- (150 points – 10 points per week)

This course will be taught completely online via Black Board. Active participation is required. Discussion and participation in the course activities and online discussions are critical for gaining the knowledge and skills necessary to meet the requirements of the class. It is also imperative that you are able to access your e-mail regularly as this will be the primary communication for announcements from the professor. Participation points are earned by: (a) respectful behavior to peers and instructors, (b) knowledge of reading assignments by being prepared for the discussion through reading the assigned chapters and sharing your ideas, and (c) completing course assignments and discussion. As part of class participation, there will be a variety of online assignments and projects that will count as participation. Please understand that your participation and disposition is crucial in this course and program. Your instructor will be evaluating not only your participation and disposition, but your professionalism as well. Please read the above participation/disposition/professionalism statement.

***ALL CLASS MEMBERS have the responsibility to thoroughly read the materials associated with each discussion period and be prepared to actively participate.

MAJOR COURSE ASSIGNMENTS:

Major assignments are required; specific assignment guidelines will be posted on Blackboard. All assignments are to be turned in through the Blackboard Assignments site. Please review Blackboard tutorials if you are not familiar with using this course management system. AGAIN, you are expected to schedule an appointment with Dr. Lusk via email to discuss any course assignments and grading.

[2] Weekly Assignments – (600 points – 40 points per week)

Each week you will be responsible for activities that will directly relate to that weekly topic. Examples of the weekly assignments include: reflections on readings for the week, applying content from readings to case examples, identifying resources pertaining to the topic of the week, developing questions to ask peers, scavenger hunts, pop quizzes, etc. You are also expected to complete readings for each week. ***ALL ASSIGNMENTS FOR THE WEEK NEED TO BE SUBMITTED AS ONE ASSIGNMENT***

[3] Classroom Wide Positive Behavior Intervention and Support System – (100 points)

Each student will be expected to construct a Classroom Wide Positive Behavior Intervention and Support (CWPBIS) system for his or her school. You will be asked to create a plan on how you will plan, develop, and implement a CWPBIS. Within each of the steps (i.e., plan, develop, and implement), there are critical aspects that are discussed throughout this course. This plan will need to be no less than **15 pages in length**. In addition, you will include relevant documents to the appendices. Each student will need to adhere to the 6th edition APA manual. Specific details on this project will be delineated on Black Board.

[4] School Wide Positive Behavior Intervention and Support System – (100 points)

Each student will be expected to construct a School Wide Positive Behavior Intervention and Support (SWPBIS) system for his or her school. You will be asked to create a plan on how you will plan, develop, and implement a SWPBIS. Within each of the steps (i.e., plan, develop, and implement), there are critical aspects that are discussed throughout this course. In addition, you will be asked to share this valuable information learned throughout the course with a local school of your choice. You will need to have administrator consent to distribute this information. This plan will need to be no less than **10 pages in length**. In addition, you will include relevant documents to the appendices. Each student will need to adhere to the 6th edition APA manual. Specific details on this project will be delineated on Black Board.

[5] School Wide Positive Behavior Intervention and Support Presentation - (50 points)

Each student will construct a presentation on your SWPBIS for a local school of your choice. This presentation will be a detailed description of your SWPBIS. Your presentation will need be no less than 25 slides. You will need to have administrator consent to distribute this information. Specific details on this project will be delineated on Black Board.

EVALUATION OF STUDENT ACHIEVEMENT AND LEARNING OUTCOMES:

Participation/Disposition	150 points
Weekly Assignments	600 points
CWPBIS	100 points
SWPBIS	100 points
SWPBIS Presentation	50 points
TOTAL POSSIBLE POINTS =	1,000 points

Grade Point Range – (Please note that the WSU grading system does not recognize an A+)

A	960 – 1000
A-	919 - 959
B+	878 - 918
B	837 - 877
B-	796 - 836
C+	755 - 795
C	714 - 754
C-	673 - 713
D+	632 - 672
D	591 - 631
D-	550 - 590
F	0 - 549

GRADING SYSTEM: Wichita State grades include *A* (excellent), *B* (good), *C* (satisfactory), *D* (unsatisfactory), *F* (failure), *Cr* (credit), *NCr* (no credit), *S* (satisfactory), *U* (unsatisfactory), and *I* (incomplete). An Incomplete is a temporary grade when a student is granted an extension of time to complete the coursework. A plus/minus grading system allows a finer differentiation of effort within grades A, B, C, and D; as reflected in the credit points below.

CREDIT POINTS: For each hour of work the student takes, credit points are assigned, as follows, to permit averaging of grades: **A=4.000, A-=3.700, B+=3.300, B=3.000, B-=2.700, C+=2.300, C=2.000, C-=1.700, D+=1.300, D= 1.000, D-+ 0.700, F=0**

CI 818 Course Outline and Assignments

Week	Topic	Assignment Due
8/19 – 8/26	Introduction to the Course	Readings on Black Board Weekly Assignments due 8/26 at 9:00 am
8/26 – 9/2	Chapter 1: Introduction to Behavior Management and Positive Behavioral Supports Chapter 2: Theoretical Models to Explain Challenging Behavior	Read Chapter 1 Read Chapter 2 Weekly Assignments due by 9/2 at 9:00 am
9/2 – 9/9	Chapter 3: Determining the Reasons for Challenging Behaviors Through Functional Assessment	Read Chapter 3 Weekly Assignments due by 9/9 at 9:00 am
9/9 – 9/16	Chapter 4: Prevention of Challenging Behavior Through Behavioral Monitoring	Read Chapter 4 Weekly Assignments due by 9/16 at 9:00 am
9/16 – 9/23	Chapter 5: Prevention of Challenging Behavior Through Schoolwide Positive Behavioral Interventions and Supports	Read Chapter 5 Weekly Assignments due by 9/23 at 9:00 am
9/23 – 9/30	Chapter 6: Prevention of Challenging Behavior Through Rules and Procedures	Read Chapter 6 Weekly Assignments due by 9/30 at

		9:00 am
9/30 – 10/7	Chapter 7: Prevention of Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization	Read Chapter 7 Weekly Assignments due by 10/7 at 9:00 am
10/7 – 10/14	Chapter 8: Prevention of Challenging Behavior Through High-Quality Instruction	Read Chapter 8 Weekly Assignments due by 10/14 at 9:00 am
10/14 – 10/21	Classroom Wide Positive Behavior Intervention and Support (CWPBIS) System Project Due	CWPBIS Project due by 10/21 at 9:00 am
10/21 – 10/28	Chapter 9: Providing Support Through Social Skill Instruction	Read Chapter 9 Weekly Assignments due by 10/28 at 9:00 am
10/28 – 11/4	Chapter 10: Prevention of Challenging Behavior Through Reinforcement: Introduction to Reinforcement	Read Chapter 10 Weekly Assignments due by 11/4 at 9:00 am
11/4 – 11/11	Chapter 11: Prevention of Challenging Behavior Through Specific Reinforcement Applications	Read Chapter 11 Weekly Assignments due by 11/11 at 9:00 am

11/11 – 11/18	Technology and PBIS	Readings on Black Board Weekly Assignments due by 11/18 at 9:00 am
11/18 – 11/25	Chapter 12: Managing Challenging Behaviors by Using Behavior Reductive Interventions	Read Chapter 12 Weekly Assignments due by 11/25 at 9:00 am
11/25 – 12/2	School Wide Positive Behavior Intervention and Support (SWPBIS) System Project and Presentation Due	SWPBIS Paper and Presentation due by 12/2 at 9:00 a.m.