

**COURSE TITLE:** **EDUC 886** Individualized Intensive Interventions for Young Children: Social Emotional Development II  
**CREDITS** 1(ONE) Graduate credit  
**Course Dates:** March 28<sup>th</sup> and 29<sup>th</sup>, 2008; Turtle Lake  
**INSTRUCTOR:** Julie Betchkal  
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## **DESCRIPTION**

This class consists of participation in 15 hours of workshop that teaches theory and application of Positive Behavioral Support for young children with challenging behavior. Coursework will be based on the evidence based training modules (3a and 3b) developed by The Center on the Social and Emotional Foundations for Early Learning (CSEFEL). Prerequisites for participation in this class will be prior enrollment in Social Emotional Development in Young Children: Building Relationships and Creating Supportive Environments -OR- submission of a completed self-assessment and evidence of implementation to the instructors for approval prior to enrollment. Class members will attend all sessions and complete written and task assignments outside of class time. A completed behavior support plan (Observation data, Functional Assessment Interview Form and Support Planning Chart) will be submitted for grading to instructors. **This assignment will be due on 16th.**

## **OBJECTIVES**

1. Participants will distinguish between Positive Behavior Support and traditional discipline approaches, and identify the steps of the PBS process.
2. Participants will define possible functions of challenging behavior and describe methods that may be used to determine the function of challenging behavior.
3. Participants will be able to use collected data to develop a behavior hypothesis about the function of challenging behavior.
4. Participants will describe strategies that may be used to prevent challenging behavior.
5. Participants will be able to identify replacement that should be taught to replace challenging behavior.
6. Participants will identify how to respond to challenging behavior in ways that do not reinforce it.
7. Participants will develop a behavior support plan for a real or case study child.

## **INTASC STANDARDS ADDRESSED**

1. The teacher understands the central concepts, tools for inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils. (WTS 1)
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development (WTS 2).
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities. (WTS 3).
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals. (WTS 7)
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil. (WTS 8)
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner. (WTS 10)

## OUTLINE OF CONTENT/ METHODOLOGIES

For 1 (one) graduate credit:

1. Participants must attend, and participate in, 2 all-day class sessions. Instructors will use PowerPoint, video examples, large and small group in-class discussion and activities. The class sessions are scheduled for:

Session 1:

Presenter: Julie Betchkal and/or Bev Haverly  
Session Length: 8 hours  
Session Content: Introduction to Challenging Behavior  
Discussion: Challenging Behavior Challenges  
Overview of Positive Behavior Support  
Dimensions of Communication: Behavior is Communication Activity  
Behavior Equation  
Building a PBS team  
Functional Assessment through observation, data collection, and interview  
Hypothesis Development

Session 2:

Presenter: Julie Betchkal and/or Bev Haverly  
Session Length: 8 hours  
Session Content: PBS Process Overview  
Components of a Behavior Support Plan  
Prevention Strategies  
Teaching New Replacement Skills  
Skill Instruction throughout the Day  
Responding to Challenging Behavior  
Effective Teaming  
Monitoring Outcomes  
Troubleshooting

2. Using information and time in the workshops, participants will evaluate their own practices and views on challenging behavior. Participants will use the Positive Behavior Support process to define a challenging behavior, obtain functional assessment information about that behavior, and develop a Behavior Support Plan to address that behavior. This process can focus on an actual child or use case study materials offered by the instructors. The Observational data forms, Functional Assessment Interview form and Support Plan Chart and process will be presented in class. The completed forms will be due to the instructors by one calendar month from the date of the last class.

**ASSIGNMENTS AND GRADES:** Participants will complete observational baseline data, a Functional Assessment Interview Form, and a Support Planning Chart (for each identified function) for a child they teach (or a child from a case study) using the principles and techniques learned in class. **Observational data summary, the Functional Assessment Interview and Support Planning Chart (for each identified function)** will be submitted via mail or email by **May 15th**. Both forms will be graded using the attached grading rubric.

## GRADING/METHODS OF EVALUATION

See attached grading rubric.

## TEXTS AND READINGS

Handouts and video modules from Module 3a and 3b of:

The Center on the Social and Emotional Foundations for Early Learning. (2006). *Facilitator's Guide: Promoting the Social Emotional Competence of Young Children*. IL: University of Illinois at Urbana-Champaign.

Vaughn, B., Fox, L. & Lentini, R. (2005). *Creating Teaching Tools for Young Children with Challenging Behavior*. Tampa, FL: University of South Florida.

**Grading Rubric for Behavior Support Plan for  
Social Emotional Development in Young Children: Individualized Intensive Interventions**

Name:

Date:

<i>Descriptors</i>	<i>Proficiency Levels</i>	<i>Your Score</i>
Participate in the 2 class sessions	<p><b>5-</b> Both classes are attended; student participates in class discussion and activities</p> <p><b>3-</b> Both classes are attended; student minimally participates in class discussion and activities</p> <p><b>0-</b>A class is missed</p>	
Summary of observational data process and form	<p><b>5-</b> Data is collected across time, environments, materials and/or people as applicable; information in each section is stated in observable terms; duration, latency, frequency, and/or intensity are quantified; a function is hypothesized</p> <p><b>3-</b> Data is collected in one generalization dimension; behavior is defined in broad descriptors that make it hard to visualize; behavior is described, but not quantified; there are missing functional hypotheses</p> <p><b>0-</b>Observational data is omitted or very minimally and broadly explained</p>	
Functional Assessment Interview process and form	<p><b>5-</b> All questions are answered; answers reflect input from others in environment as applicable; information in behavioral descriptions and functional hypotheses reflect observational data; summary statements are derived from assessment process information</p> <p><b>3-</b> Some questions are left blank without explanation; the form represents only one point of view; there is discrepancy between observational data and behavioral descriptors/ hypotheses; there is discrepancy between the assessment process information and the summary statements</p> <p><b>0-</b>Functional Assessment Interview form is omitted; there are many incomplete answers on the interview form; information is broad and non-descriptive; the summary statements indicated no reflection on the function of behavior.</p>	
Support Planning Chart process and form	<p><b>5-</b> There is a Support Planning Chart for each function of behavior indicated on the summary statement of the Functional Assessment Interview; information in planning chart is derived from the Functional Assessment process/form; preventions section describes how the environment will be manipulated; new replacement behaviors that meet the function of behavior are defined; descriptions of new responses to the challenging and replacement behavior are described that take into account the function of the behavior</p> <p><b>3-</b> There is some discrepancy between information on the Functional Assessment Interview and the Support Planning Chart; all sections are completed, but detail is lacking; there is a disconnect between the function of the behavior and prevention, replacement and new responses</p> <p><b>0-</b>The Support Planning chart is missing; information is very broad and non-descriptive.</p>	
Total Score	Possible score: 20 points	

Comments:

Grading Scale:

18-20..... A  
15-17..... B  
13-16.....C  
12-15.....D  
0-11.....F