

## Classroom Positive Behavioral Interventions and Supports (PBIS) Supporting and Responding to Students' Social, Emotional, and Behavioral Needs

[Add Course Details]

Instructor Name	Communications	Learning Management System (LMS)
[Add]	[Add]	[Add]

### Overview

In this course, we build knowledge and skill fluency with evidence-based, culturally relevant, proactive, and positive behavioral intervention and support (PBIS) practices. With PBIS—a multi-tiered system of support (MTSS) framework for promoting students' social, emotional, and behavioral growth—as the foundation for this course, we describe (a) the theoretical and empirical support for PBIS, (b) the essential elements of PBIS and MTSS, and (c) practices appropriate to each tier. We emphasize universal (Tier 1) classroom practices that provide a robust foundation of support for all learners, and we describe how to further target or individualize these practices to meet the needs of students who benefit from targeted (Tier 2) or intensive (Tier 3) support.

Instructors present course content through readings, lectures, small group discussion (in class and online), and practice activities; evaluate student performance; and provide feedback that enables students to meet course objectives. Students engage in these activities and demonstrate their understanding and mastery of the course content. By meeting the course objectives below, beginning educators will demonstrate knowledge and skills that are essential to “create and contribute to safe, respectful, and productive learning environments...through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional, and educational well-being” (Council for Exceptional Children [CEC], 2020, p. 3).

### Learning Objectives

As a result of actively participating in this course and meeting/exceeding expectations on course assignments, each student is expected to meet the following objectives.

#### Learning Objective 1

**Demonstrate an understanding of the essential elements of PBIS**, as evidenced by earning at least 85% of points possible on quizzes throughout the semester.

#### Learning Objective 2

**Develop resources to facilitate PBIS implementation** in your current and future classrooms by successfully completing and earning at least 85% of points on the following assignments.

- 2.1. Select, define, and provide examples of classroom expectations within routines by developing a classroom teaching (expectations within routines) matrix for your current (or future) classroom ([Assignment 1](#)).
- 2.2. Develop a social skills lesson plan to explicitly teach one expectation within one routine ([Assignment 2](#)).
- 2.3. Develop and describe a classroom recognition system ([Assignment 3](#)).
- 2.4. Demonstrate an understanding of how to individualize PBIS practices for a student requiring intensive support by developing a competing pathway model and suggesting individualized practices ([Assignment 4](#)).
- 2.5. Apply classroom PBIS practices (prompts, OTRs, and specific praise) by implementing, monitoring, and self-analyzing practices in your classroom ([Application Activities 1-3](#)).

### Initial Preparation Standards

By meeting the above course objectives, this course addresses the [Council for Exceptional Children's \(CEC\) Initial Preparation Standard 6: Supporting Social, Emotional, and Behavioral Growth](#).<sup>1</sup> "Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development" (CEC, 2020, p.3).

- **6.1.** "Candidates use effective routines and procedures to create safe, caring, respectful, and productive learning environments for individuals with exceptionalities (CEC, 2020, p.3)."
- **6.2.** "Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being (CEC, 2020, p.3)."
- **6.3.** "Candidates systematically use data from a variety of sources to identify the purpose or function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments (CEC, 2020, p.3)."

### Accommodations

Our goal is to create a safe and productive environment where all students can engage, learn, and grow as educators. If you require adaptations or accommodations, please let us know as soon as possible. Information on the procedures for documentation and/or services can be obtained by contacting:

[Insert university center for students with disabilities]

Our goal is to take care of ourselves and others. To learn more about university services and supports for wellbeing and mental health, contact:

[Insert statement, policy, and university resource center for mental health]

Also note these important resources:

Add contact for university office for equity	Add contact for academic writing center	Add contact for substance abuse office	Add contact for Dean of Students
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### Expectations or Norms

#### Respect

- We use **respectful language and behavior** during all class activities.<sup>2</sup> Potentially controversial topics or issues may be discussed in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or other class activities should talk with the class instructors.<sup>3</sup>
- When discussing people with disabilities, we typically use "**person-first**" language in professional writing. That is, mention the person before considering or describing any other features of their abilities (e.g., "student with a disability," or "student identified as gifted"). This language communicates respect and acknowledges that ability is one of many characteristics of a human being. However, some individuals with disabilities prefer "**identity-first**" language. Please read the Association of University Centers on Disabilities statement about person-first and identity-first language (<https://www.aucd.org/template/page.cfm?id=605>).
- Maintain a **positive learning environment**. Please turn off, silence, and/or mute cell phones, messaging and social media apps, and other potential sources of distraction.

<sup>1</sup> Council for Exceptional Children (CEC). (2020). *Initial Practice-Based Professional Preparation Standards for Special Educators*. CEC.

<sup>2</sup> Add hyperlink to student code of conduct

<sup>3</sup> Add hyperlink to policy related to student discrimination, harassment, etc.

## Responsibility

- Regular attendance and active **participation** (on video, when possible, during remote classes) are expected.
- Students are accountable for reading and understanding the information presented in the assigned materials *before coming to class*. This advance **preparation** is essential to understand and participate fully in discussions.
- All written assignments must be typed and prepared according to **formatting and guidelines** posted on HuskyCT for each assignment and/or the APA Publication Manual. *Products that do not conform to the preparation guidelines may be returned for immediate revision, due back the following class meeting.*
- Submit original work and maintain **academic integrity**. If academic misconduct occurs, the student will receive a zero on that assignment and may be subjected to additional university sanctions (e.g., failing the course). See [\[add university policy on academic integrity\]](#).
- All assignments must be submitted **on time via [Course Learning Management System]** (i.e., at or before class starts on the due date). *Obtain prior permission for any exception.* Any returned assignments are due back the next class.
- The assignment of an **incomplete (I)** grade is discouraged and will be assigned *only* in the case of emergencies and where satisfactory progress has been demonstrated in the class. The "I" **must be negotiated 1 week before** the end of the class and a course completion contract drawn up and signed by the instructor and the student.
- **Grades** will be assigned in accordance with the scale presented below. Each student's percentage scores will be computed based on the total points earned out of **100 points possible** in the term.

A	93 to 100% of the total points	C	73 to 76% of the total points
A-	90 to 92% of the total points	C-	70 to 72% of the total points
B+	87 to 89% of the total points	D+	67 to 69% of the total points
B	83 to 86% of the total points	D	63 to 66% of the total points
B-	80 to 82% of the total points	D-	60 to 62% of the total points
C+	77 to 79% of the total points	F	Less than 60% of the total points

## Safety

- If **class cancellation** (e.g., instructor emergency, inclement weather) is required, an instructor will inform students as soon as the cancellation is known. To the greatest extent possible, an instructor will send emails and/or notify the EPSY department about cancellations. All of us should use good judgment and keep personal safety and the safety of others the foremost concern in the event of inclement weather, illness, or other natural events that may interfere with class attendance.
- **Communicate** any safety concerns related to your participation in class.  
[\[Add other required university policies related to safety\]](#)

## Readings



Center on PBIS. (2024, May). *Supporting and responding to student's social, emotional, and behavioral needs: Evidence-based practices for educators* (Version 2.0). Center on PBIS, University of Oregon. <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>



Center on PBIS (2021, July). *discussing race, racism, and important current events with students: A guide with lesson plans and resources*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/discussing-race-racism-and-important-current-events-with-students-a-guide-with-lesson-plans-and-resources>



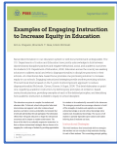
Center on PBIS. (2020, July). *Creating effective classroom environments plan template*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/creating-effective-classroom-environments-plan-template>



Center on PBIS. (2020, February). *The student/teacher game*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/the-student-teacher-game>



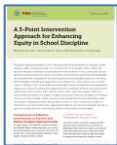
Center on PBIS. (2019). *Positive greetings at the door. PBIS strategy handout*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/positive-greetings-at-the-door>



Chaparro, E. A., Nese, R. N. T., & McIntosh, K. (2015). *Examples of engaging instruction to increase equity in education*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/examples-of-engaging-instruction-to-increase-equity-in-education>



Levenson, M., Smith, K., McIntosh, K., Rose, J., & Pinkelman, S. (March, 2021). *PBIS cultural responsiveness field guide: Resources for trainers and coaches*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/pbis-cultural-responsiveness-field-guide-resources-for-trainers-and-coaches>



McIntosh, K., Girvan, E. J., Horner, R. H., Smolkowski, K., & Sugai, G. (2018). *A 5-point intervention approach for enhancing equity in school discipline*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline>



McIntosh, K., Sugai, G., & Simonsen, B. (February, 2020). *Ditch the clip! Why clip charts are not a pbis practice and what to do instead*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/ditch-the-clip-why-clip-charts-are-not-a-pbis-practice-and-what-to-do-instead>



Robbie, K., Santiago-Rosario, M., Yanek, K., Kern, L., Meyer, B., Morris, K., & Simonsen, B. (August, 2022). *Creating a classroom teaching matrix*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/creating-a-classroom-teaching-matrix>



Simonsen, B., Putnam, R., Yanek, K., Evanovich, L., Shaw, S., Shuttleton, C. Morris, K., & Mitchell, B. (February, 2020). *Supporting students with disabilities within a PBIS framework*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework>



Simonsen, B., Robbie, K., Meyer, K., Freeman, J., Everett, S., & Feinberg A. (November, 2021). *Multi-tiered system of supports (MTSS) in the classroom*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/multi-tiered-system-of-supports-mtss-in-the-classroom>



Simonsen, B., Yanek, K., Sugai, G., & Borgmeier, C., (December, 2020). *Habits of effective classroom practice*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/habits-of-effective-classroom-practice>



Strickland-Cohen, M. K., Newson, A., Meyer, K., Putnam, R., Kern, L., Meyer, B. C., & Flammini, A. (September, 2022). *Strategies for de-escalating student behavior in the classroom*. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom>

## Assessments

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### **Assignments** (4 assignments @ 15 points each = 60 points)

Please use the templates posted online for each assignment and submit via [\[course LMS\]](#).

- **Assignment 1: Classroom Teaching Matrix** (12 points)  
Identify and describe a classroom setting (either your current or future classroom). Choose 3-5 positively stated expectations or norms, identify 5-7 routines, and then identify 2-3 positively stated examples of social, emotional, and behavior skills that are consistent with each norm within each of the routines. (Note, in real life, you would develop a matrix collaboratively with your students, with feedback from families.)
- **Assignment 2: Social Skills Lesson Plan** (12 points)  
Based on the matrix you completed for Assignment 2, choose one expectation and one routine (i.e., 1 box on matrix). Develop a lesson plan to teach that social skill (i.e., rule) in that setting. Use the provided format or create your own with the *same* components.
- **Assignment 3: Classroom Recognition Plan** (12 points)  
Identify and describe a classroom setting (either your current classroom or the type of classroom in which you hope to teach). Using the information presented in class, design a classroom recognition plan (e.g., student-teacher game, token economy, group contingency) to increase the likelihood of contextually appropriate behaviors or skills (i.e., skills consistent with matrix) in that setting. Clearly state how you're addressing each step in developing the system (listed in the scoring criteria) and discuss the pros and cons of your plan.
- **Assignment 4: Competing Pathway and Strategies** (12 points)  
Choose one of the scenarios given or write your own scenario about a student you know well. Complete the provided competing pathway for the scenario and describe potential intervention strategies on the accompanying form.

### **Application Activities** (3 total activities @ 5 points each = 15 points)

For each application activity, select a 20 min period when you are leading instructional activities (whole or small group) in your clinic placement or classroom. For each application activity, you will focus on a key classroom PBIS practice: (1) prompts, (2) OTRs, and (3) specific praise. You may either video record or ask someone else (e.g., your cooperating teacher) to observe you. (If you video record yourself, you will watch it and take data on your use of the target practice. If someone else observes you, they will take data on your use of the target practice.) Complete a self-analysis reflection of your own application of the targeted skill. Upload your self-reflection with either your video recording or your observer's signature to [\[course LMS\]](#). (**Note:** Uploaded videos will ONLY be viewed by course staff and will be destroyed at the end of the semester.)

### **Quizzes** (5 quizzes @ 5 points each = 25 points)

Quizzes will be designed to assess the student's learning of course content. Each quiz will cover the material from the previous readings and lectures—quizzes are *not* cumulative. Quizzes will be administered via [\[Course LMS\]](#).

## Assignment Rubrics

### Assignment 1: Classroom Teaching Matrix (15 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Setting Description	<b>3 points</b> All relevant features of the setting are clearly defined	<b>1-2 points</b> Some features of the setting are clearly defined	<b>0-1 points</b> Setting is not identified or clearly defined
Positive Expectations	<b>3 points</b> 3-5 positively stated, mutually exclusive, and contextually relevant expectations or norms	<b>1-2 points</b> 3-5 positively stated expectations	<b>0-1 points</b> < 3 positively stated expectations
Predictable Routines	<b>3 points</b> 5-7 mutually exclusive, contextually appropriate, and predictable routines	<b>1-2 points</b> 5-7 predictable routines	<b>0-1 points</b> < 5 predictable routines
Examples of Skills	<b>3 points</b> 2-3 positively stated, mutually exclusive, and contextually appropriate examples for each expectations/routines box	<b>1-2 points</b> 2-3 positively stated examples for each expectations/routines box	<b>0-1 points</b> < 2 positively stated examples for one or more expectations/routines box
Professional appearance, etc.	<b>3 points</b> Matrix is typed, appropriately formatted, and includes correct grammar and spelling	<b>1-2 points</b> Matrix is typed and appropriately formatted, but has minor grammar and/or spelling errors	<b>0-1 points</b> Matrix is not typed, not appropriately formatted, and/or contains significant errors that limit readability
<b>Total points:</b>	Points: 14-15	Points 12-13	Points: 0-11
Comments:			

**Assignment 2: Social Skills Lesson Plan** (15 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
<b>Lesson Focus</b>	<b>3 points</b> Lesson focus clearly identifies the expectation, routine, and a complete operational definition with relevant examples and non-examples	<b>1-2 points</b> Lesson focus clearly identifies the expectation, routine, and a basic operational definition	<b>0-1 points</b> Lesson focus is missing or unclear
<b>Objective and Materials</b>	<b>3 points</b> Lesson objective is clearly stated including context and criteria for mastery, and appropriate materials are clearly identified	<b>1-2 points</b> Lesson objective is clearly stated and some materials are identified	<b>0-1 points</b> Lesson objective and materials are missing or unclear
<b>Positive and Negative Teaching Examples</b>	<b>3 points</b> ≥ 3 relevant positive and ≥ 3 relevant negative examples of the expectations are clearly described and illustrate minimal differences	<b>1-2 points</b> ≥ 3 relevant positive and ≥ 3 relevant negative examples of the expectations are clearly described, but do not illustrate minimal differences	<b>0-1 points</b> < 3 relevant positive and < 3 relevant negative examples are identified and/or not clearly described
<b>Lesson Activities</b> (Model, Lead, Test)	<b>3 points</b> Lesson includes clear model-lead-test activities in relevant context	<b>1-2 points</b> Lesson includes model-lead-test activities	<b>0-1 points</b> Lesson does not include model, lead, and/or test activities
<b>Follow-Up Activities</b> (Prompt, Reinforce, Correct, Monitor, Evaluate)	<b>3 points</b> Activities include clearly defined and contextually appropriate plans to prompt, reinforce, correct, monitor, and evaluate	<b>1-2 points</b> Activities include plans to prompt, reinforce, correct, monitor, and evaluate	<b>0-1 points</b> Activities do not include plans to prompt, reinforce, correct, monitor, and/or evaluate
<b>Total points:</b>	Points: 14-15	Points 12-13	Points: 0-11
<b>Comments:</b>			

**Assignment 3: Classroom Recognition Plan** (15 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Recognition Approach	<b>3 points</b> Type of recognition approach is clearly identified, appropriate for target behaviors/skills and context, and type of planned positive/negative reinforcement is described	<b>1-2 points</b> Type of recognition approach is clearly identified	<b>0-1 points</b> Type of recognition approach is not clearly identified
Target Behaviors/Skills and How to Teach	<b>3 points</b> Target behaviors/skills are operationally defined and plan for teaching includes a clear and contextually appropriate model-lead-test activities to teach behaviors/skills	<b>1-2 points</b> Target behaviors/skills are mostly operationally defined and plan for teaching includes model-lead-test activities to teach behaviors/skills	<b>0-1 points</b> Target behaviors/skills are not operationally defined and/or model-lead-test activities to teach behaviors/skills are missing, unclear, or not appropriate
Reinforcers or Recognition Strategies and How to Teach	<b>3 points</b> Contextually appropriate reinforcers are clearly described and plan for teaching includes clear and contextually appropriate model-lead-test activities to teach recognition plan	<b>1-2 points</b> Reinforcers are described and plan for teaching includes model-lead-test activities to teach recognition plan	<b>0-1 points</b> Reinforcers are not described and/or model-lead-test activities to teach the recognition plan are missing, unclear, or not appropriate
How to Monitor and Decisions Rules to Change/Fade	<b>3 points</b> Plans for monitoring the plan are clearly described, feasible, and contextually appropriate; decision rules are clear and contextually appropriate	<b>1-2 points</b> Plans for monitoring the plan are described; decision rules are included	<b>0-1 points</b> Plans for monitoring the plan and decision rules are missing or unclear
Pros/Cons of Recognition Plan	<b>3 points</b> Both pros and cons of plan are discussed, including how it may be adjusted to improve contextual fit if needed	<b>1-2 points</b> Both pros and cons of plan are discussed	<b>0-1 points</b> Pros and/or cons of plan are not discussed or are unclear
Total points:	Points: 14-15	Points 12-13	Points: 0-11
Comments:			



**Assignment 4: Competing Pathway and Strategies** (15 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
<b>Testable Hypothesis (SE-A-B-C)</b>	<b>3 points</b> Testable hypothesis clearly describes relevant setting events, antecedents, contextually inappropriate behaviors (CIBs), and maintaining consequences (function), based on scenario	<b>1-2 points</b> Testable hypothesis clearly describes possible setting events, antecedents, CIBs, and maintaining consequences (function)	<b>0-1 points</b> Testable hypothesis does not clearly identify possible setting events, antecedents, CIBs, and/or maintaining consequences (function)
<b>Replacement and Desired Behaviors</b>	<b>3 points</b> Competing pathway clearly identifies a functionally equivalent replacement behavior (short term goal) and desired behavior (long-term goal) that are contextually appropriate	<b>1-2 points</b> Competing pathway identifies a functionally equivalent replacement behavior (short term goal) and desired behavior (long-term goal)	<b>0-1 points</b> Competing pathway does not identify a functionally equivalent replacement behavior and/or desired behavior
<b>Antecedent (Prevention) Strategies</b>	<b>3 points</b> Contextually appropriate and functionally relevant antecedent strategies are identified to prevent CIBs and promote replacement and desired behaviors	<b>1-2 points</b> Antecedent strategies are identified to prevent CIBs and promote replacement and desired behaviors	<b>0-1 points</b> Antecedent strategies are not identified and/or would not prevent CIBs or promote replacement and desired behaviors
<b>Behavior (Teaching) Strategies</b>	<b>3 points</b> Contextually appropriate and functionally relevant teaching strategies are identified to explicitly (model-lead-test) teach replacement behaviors and shape toward desired behaviors	<b>1-2 points</b> Teaching strategies are identified to explicitly teach replacement behaviors and shape toward desired behaviors	<b>0-1 points</b> Teaching strategies are not identified to teach replacement behaviors and/or shape toward desired behaviors
<b>Consequence (Reinforcement and Response) Strategies</b>	<b>3 points</b> Contextually appropriate and functionally relevant consequence strategies are identified to (a) reinforce replacement and desired behaviors and (b) prevent reinforcement for CIBs	<b>1-2 points</b> Consequence strategies are identified to (a) reinforce replacement and desired behaviors and (b) prevent reinforcement for CIBs	<b>0-1 points</b> Consequence strategies are not identified to (a) reinforce replacement and desired behaviors and/or (b) prevent reinforcement for CIBs
<b>Total points:</b>	Points: 14-15	Points 12-13	Points: 0-11
<b>Comments:</b>			

**Application Activity 1: Prompts** (5 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Operational Definition	<b>1 point</b> Complete and concise operational definition of practice, based on course content	<b>½ point</b> Partial definition, accurate but incomplete	<b>0 points</b> Definition is not completed or is inaccurate
<b>Data collection</b> (on 20 mins of direct instruction)	<b>2 points</b> Response includes data collection (e.g., tally of practice) for 20 mins of instruction	<b>1 point</b> Response includes some data collection but not complete or 20 min	<b>0 points</b> Data are not included
<b>Reflection on Practice</b>	<b>2 points</b> Thoughtful and complete reflection that accurately references class material	<b>1 point</b> Reflection that references class material, and may contain some errors	<b>0 points</b> Reflection missing or incomplete/unclear
<b>Total points:</b>	<b>Points: 5</b>	<b>Points 4</b>	<b>Points: 0-3</b>
Comments:			

**Application Activity 2: OTRs** (5 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
Operational Definition	<b>1 point</b> Complete and concise operational definition of practice, based on course content	<b>½ point</b> Partial definition, accurate but incomplete	<b>0 points</b> Definition is not completed or is inaccurate
<b>Data collection</b> (on 20 mins of direct instruction)	<b>2 points</b> Response includes data collection (e.g., tally of practice) for 20 mins of instruction	<b>1 point</b> Response includes some data collection but not complete or 20 min	<b>0 points</b> Data are not included
<b>Reflection on Practice</b>	<b>2 points</b> Thoughtful and complete reflection that accurately references class material	<b>1 point</b> Reflection that references class material, and may contain some errors	<b>0 points</b> Reflection missing or incomplete/unclear
<b>Total points:</b>	<b>Points: 5</b>	<b>Points 4</b>	<b>Points: 0-3</b>
Comments:			

**Application Activity 3: Specific Praise** (5 points)

Category	Exceeds Expectations	Meets Expectations	Below Expectations
<b>Operational Definition</b>	<b>1 point</b> Complete and concise operational definition of practice, based on course content	<b>½ point</b> Partial definition, accurate but incomplete	<b>0 points</b> Definition is not completed or is inaccurate
<b>Data collection</b> (on 20 mins of direct instruction)	<b>2 points</b> Response includes data collection (e.g., tally of practice) for 20 mins of instruction	<b>1 point</b> Response includes some data collection but not complete or 20 min	<b>0 points</b> Data are not included
<b>Reflection on Practice</b>	<b>2 points</b> Thoughtful and complete reflection that accurately references class material	<b>1 point</b> Reflection that references class material, and may contain some errors	<b>0 points</b> Reflection missing or incomplete/unclear
<b>Total points:</b>	<b>Points: 5</b>	<b>Points 4</b>	<b>Points: 0-3</b>
<b>Comments:</b>			

## Course Schedule

Date	Topic, Big Idea, and Practice Focus	Assessments	Readings & Resources
Class 1 [date]	<b>Introduction &amp; Overview</b> Essential Elements of PBIS <i>Practice focus: Greeting at Door</i>	Getting to Know You Survey	<a href="http://www.pbis.org">www.pbis.org</a> <a href="#">Center on PBIS (2019)</a>
Class 2 [date]	<b>Basic Concepts of Behavior 1</b> ABCs and Function of Behavior <i>Practice focus: Neutralizing Routines</i>	Quiz 1	<a href="#">McIntosh et al. (2018)</a>
Class 3 [date]	<b>Basic Concepts of Behavior 2</b> Behavioral Principles in Learning <i>Practice focus: Focus on Your Learning</i>	-	<a href="#">Center on PBIS (2024)</a> (Intro pp. 1-9)
Class 4 [date]	<b>Measurement</b> Defining, Measuring, & Graphing <i>Practice focus: Counting Behavior</i>	Quiz 2	<a href="#">Simonsen et al. (2021)</a> (Table 1)
Class 5 [date]	<b>Antecedent Strategies in Tier 1</b> Welcoming & Predictable Spaces <i>Practice focus: Prompts</i>	Quiz 3	<a href="#">Center on PBIS (2024)</a> (Table 1) <a href="#">Simonsen et al. (2020)</a>
Class 6 [date]	<b>Positive Expectations in Tier 1</b> Define and Teach Expectations <i>Practice focus: Effective Environments</i>	Application Activity 1 Due	<a href="#">Center on PBIS (2020, Jul)</a> <a href="#">Levenson et al. (2021)</a> <a href="#">Robbie et al. (2022)</a>
Class 7 [date]	<b>Instructional Strategies in Tier 1</b> Actively Engage Students in Learning <i>Practice focus: OTRs</i>	Assignment 1 Due	<a href="#">Center on PBIS (2021)</a> <a href="#">Chaparro et al. (2015)</a>
Class 8 [date]	<b>Acknowledgement Strategies in Tier 1</b> ↑ Contextually Appropriate Behavior <i>Practice focus: Specific Praise</i>	Quiz 4	<a href="#">Center on PBIS (2024)</a> (Table 2) <a href="#">Center on PBIS (2020, Feb)</a>
Class 9 [date]	<b>Response Strategies in Tier 1</b> ↓ Contextually Inappropriate Behavior <i>Practice focus: De-Escalation</i>	Application Activity 2 Due	<a href="#">McIntosh et al. (2020)</a> <a href="#">Strickland-Cohen et al. (2022)</a>
Class 10 [date]	<b>Building Habits of Effective Practice</b> Applying ABCs to Support Yourself! <i>Practice focus: Self-Management</i>	Assignment 2 Due	<a href="#">Simonsen et al. (2020)</a>
Class 11 [date]	<b>Data-Based Decision Making</b> Using Fidelity and Outcome Data <i>Practice focus: CMOT</i>	Application Activity 3 Due	<a href="#">Center on PBIS (2024)</a> (Tables 3 & 4)
Class 12 [date]	<b>Introduction to Tier 2</b> Function-informed Tier 2 support <i>Practice focus: Testable Hypothesis</i>	Quiz 5	<a href="#">Simonsen et al. (2021)</a> (Table 2)
Class 13 [date]	<b>Introduction to Tier 3</b> Individualized support (FBA and BIP) <i>Practice focus: Competing Pathway</i>	Assignment 3 Due	<a href="#">Simonsen et al. (2021)</a> (Table 3)
Class 14 [date]	<b>Review</b> All of the above	Assignment 4 Due	<a href="#">Center on PBIS (2024)</a> (Self-Assess & Plan)