



**Your
Education
Ally.**

By Teachers,
For Teachers.

Course Syllabus

Name:

Date:

Today is a Great Day to Learn Something New!

Professional learning to meet your needs.

Engaging and applicable, ELEVATE courses are the core of Teaching Channel. We offer a variety of courses that meet the continuing education needs of teachers from across the country. Teaching Channel courses work perfectly for license renewal needs, working to move up through salary schedules, or for professional learning to support improved student outcomes.

Teaching Channel provides continuing education graduate credit courses that have been approved and endorsed by regionally accredited colleges and universities from across the United States.



Current University Partners (See a current list of academic partners on our website)

Continuing Education courses are approved by our regionally accredited (HLC, NECHE, WSCUC, NWCCU) partners by review of syllabi, content, and coursework expectations. (Indicate anticipated university/college partner below, if applicable.)

Course Creation and Evaluation:

Courses are created and evaluated by educators with a master's degree or higher in an education-related field and five or more years of classroom experience in PreK-12th grade education. Course evaluators provide personalized, specific feedback for assignments and rubric-based grading aligned with best practices in professional education.

Spring Term

Registrations Accepted
July 16-March 15
Coursework Due*
April 15

Summer Term

Registrations Accepted
December 16-July 15
Coursework Due*
August 15

Fall Term

Registrations Accepted
March 16-October 22
Coursework Due*
November 15

*Or first business day after the 15th if due date falls on a weekend.

Coursework Details

The Rigor of Teaching Channel Graduate-Level, Continuing Education Courses.

Professional Learning Model

Our research-based Professional Learning Model is used to design ELEVATE continuing education courses. The model includes five elements used to guide professional learning and to positively impact student outcomes:



Course Content

ELEVATE Courses are self-paced, and per standard practice in the field, each credit carries the equivalent of fifteen hours of content and coursework. Participants explore resources that include a solid balance of research and applicability. All courses feature video clips, research-based articles, and interactive elements to enhance and support learning. To receive credit, participants must complete the following requirements according to expectations outlined in our course rubric:

Response Questions: Connect new learning from course resources to current pedagogy.

Resource Review: Find resources related to the course topic to extend learning and solve problems of practice.

Applications: Complete a variety of assignments encouraging participants to implement new learning in their classrooms or schools.

Reflection: Write a reflection paper that activates critical thinking and inspires the transformation of future professional practice.

All coursework is to be completed in the Teaching Channel online environment.

Course Name	Raise the Bar: Positive Interventions for Students Who Challenge Us
Course Number	OL 5849
Course Credits	3 or Flex Credit

NOTE: This syllabus is an outline of the course requirements and is subject to change; the coursework will be completed and submitted in the online environment where you will have full access to a variety of media, links, and other online tools required to satisfactorily complete this course.

Course Description:

Challenging behavior can certainly get in the way of academic progress, but there is hope! This course gives plenty of techniques and strategies for K-8 teachers to proactively assist students in achieving target behaviors through positive behavior intervention. By deconstructing the functions of the problem behaviors, educational professionals can address the root of a child's issue instead of simply addressing the behavior. This course gives a solid road map for the philosophy behind positive behavior intervention systems (PBIS) while offering several different ways to get you (and your students) to your destination: appropriate behavior that is conducive to a positive learning environment.

Goals and Objectives:

Upon completion of this course, participants will be better prepared to:

1. Use provided prompts specific to positive behavior intervention to describe assumptions and insights of practitioners, researchers and self, including how the information relates to professional educational practice.
2. Design a social skills lesson, individualized social skills plan and/or reinforcement menu.
3. Prepare an activity to collaborate with colleagues or students on improving student behavior.
4. Implement revisions to a lesson to increase engagement and decrease behavior.
5. Develop an action plan to challenge the status quo related to Functional Behavioral Assessments.
6. Document, in writing, settings, triggering antecedents and "payoffs" for displaying undesirable behavior to determine function of behavior.

Required Text/Articles:

Text(s): Otten, K. and Tuttle, J. (2011). *How to reach and teach children with challenging behavior*. San Francisco, CA: John Wiley & Sons

All readings and resources are linked within their respective assignments.

All coursework is to be completed in the Teaching Channel online environment.

Knowledge Base:

The knowledge base of this course, in part, is affirmed in the writing and research of these references:

Dunlap, G., et al. (2018). *Prevent-teach-reinforce: The school-based model of individualized positive behavior support*. Baltimore, MD: Brookes Publishing.

Fisher, D., Frey, N., Savitz, R. (2019). *Teaching hope and resilience for students experiencing trauma: Creating safe and nurturing classrooms for learning*. New York, NY: Teachers College Press.

Heirck, T., Fisher, D., Frey, N. (2018). *Managing unstoppable learning (Classroom behavior management strategies to support social and emotional learning)*. Bloomington, IN: Solution Tree.

Lentfer, V. (2018). *Keep CALM and teach: Empowering K-12 learners with positive classroom management routines*. Thousand Oaks, CA: Corwin.

Maynard, N. (2019). *Hacking school discipline: 9 ways to create a culture of empathy and responsibility using restorative justice*. South Euclid, OH: Times 10 Publishing.

Ryan, C., Baker, B. (2019). *The PBIS team handbook: Setting expectations and building positive behavior*. Minneapolis, MN: Free Spirit Press.

Winn, M. (2018). *Justice on both sides: Transforming education through restorative justice*. Cambridge, MA: Harvard Education Press.

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Teaching Channel Course Rubric

All course submissions must meet general graduate level standards through the use of correct grammar, spelling, and mechanics. Each paragraph should be clearly organized and include 5 sentences or more. If work does not meet the above criteria, it will be returned to the student for resubmission.

Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Statement of Intention and Awareness	The evaluator will only review the Statement of Intention and Awareness for a response to each prompt. If a student does not respond to each prompt, the Statement will be returned to the student for resubmission. The student's Statement of Intention and Awareness will be evaluated as part of the Reflection.		
Investigation: Read and Respond	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings. In at least half of the responses, the participant also makes inferences related to professional practice or supports answers with professional experiences.	Coursework thoroughly and accurately addresses all question components by summarizing key concepts from readings.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.

All coursework is to be completed in the Teaching Channel online environment.

Investigation: Resource Review Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Summary of Resource	Coursework summarizes the main ideas presented in the resource and includes at least one instance of critical analysis (i.e. asks questions, looks for gaps in information, disputes contradictions, etc.)	Coursework summarizes the main ideas presented in the resource.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Relation to Personal Assumptions or Course Content	Coursework provides more than one detailed example of how the resource supports or challenges personal assumptions and/or course content.	Coursework provides one example of how the resource supports or challenges personal assumptions and/or course content.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Impact on Professional Practice	Coursework provides more than one clear explanation of how the information in the resource could impact professional practice.	Coursework provides one explanation of how the information in the resource could impact professional practice.	

All coursework is to be completed in the Teaching Channel online environment.

Application Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Planning, Development and Execution	Coursework shows complete planning, development and/or execution of application, clear articulation of details and inclusion of polished required artifacts.	Coursework shows complete planning, development and/or execution of application and inclusion of required artifacts.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
	Coursework includes creative or innovative application of new knowledge and skills from course content to professional practice.	Coursework includes application of new knowledge and skills from course content to professional practice.	
Written Requirements	Coursework provides clear, logical, and organized responses to any writing prompts in the application. It also includes at least one detailed connection to course objectives, student learning goals or transformation of professional practice.	Coursework provides clear, logical, and organized responses to any writing prompts in the application.	

All coursework is to be completed in the Teaching Channel online environment.

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Reflection Rubric	A Grade = Outstanding Performance	B Grade = Target Performance	Below Target Performance
Connection to Statement of Intention and Awareness	Coursework includes an evaluation of both learning goals articulated in the participant's Statement of Intention and Awareness from Module 1. Participant includes one future learning goal related to course content.	Coursework includes an evaluation of one of the learning goals articulated in the participant's Statement of Intention and Awareness from Module 1.	Coursework will be returned to student for resubmission with evaluator instructions if it does not meet target performance.
Summary of Learning	Coursework includes three or more detailed connections to specific assignments completed or course content viewed (assigned readings or videos).	Coursework includes two general connections to course content.	
Description of Positive Influence or Transformation	Coursework includes two or more specific ideas for changes in one's professional practice with timelines. OR Coursework includes two or more detailed action steps with timelines for positively impacting other stakeholders.	Coursework includes one general idea for changes in one's professional practice. OR Coursework includes one action step for positively impacting other stakeholders.	

All coursework is to be completed in the Teaching Channel online environment.

Module 1

1. Tell us about yourself!

Before we begin with course content, write 1 sentence about yourself. You will be asked to include this background in each of the modules submitted for the course. This provides context for your responses and enables the course evaluator to respond with feedback tailored to your specific role in education. Here are three examples to guide you:

- I'm a 4th grade teacher and teach all subjects.
- I'm a middle school counselor.
- I'm out of the classroom on leave this year, but next year I'll be back teaching 9th grade science.

2. Statement of Intention and Awareness

At Teaching Channel, we want your learning to be purposeful and applicable to your professional practice. To do that, research says learners need to first identify their motivations and goals. Next, learners assess prior knowledge and previous experiences so they can create deeper connections to the course material.

Using the guidelines below, please address the following in your Statement of Intention and Awareness, in a total of two paragraphs, or more:

1. Share your motivation for learning about positive behavior interventions.
2. Summarize your previous knowledge or experience with positive behavior interventions.
3. List your own two learning goals for the course.

In Module 1, your evaluator will review your Statement of Intention and Awareness to ensure it is complete. It will be graded within your Reflection Requirement in Module 3, where you'll revisit your Statement of Intention and Awareness to identify your growth and learning from the beginning of the course to the end.

3. Investigation: Read and Respond

After reading the assigned resources, please respond in one paragraph or more for each prompt (unless otherwise noted). Please be sure that each paragraph meets our length requirement of 5 sentences, or more.

From Chapters 1-10 in the course text:

- A. Describe your understanding of the phrase, "positive behavior support."
- B. Explain your thoughts, in 1-2 paragraphs, on the idea that "kids do well when they can," as opposed to "kids do well when they want to do well." This visual does a great job of distilling this concept.
- C. With regards to social skills instruction, compare and contrast traditional approaches with the 3-tiered approach.

All coursework is to be completed in the Teaching Channel online environment.

- D. Explain the wisdom of self-management as the ultimate goal for students with skill, performance, or fluency deficits.
- E. Describe the relationship between executive function and challenging behaviors.
- F. Chapter 8 discusses writing strategies. Choose one idea from this section (Writing Strategies), and detail how you will use it in your instruction.
- G. Summarize the authors' definitions of, and distinctions between, "reinforcers," "rewards," and "bribery."

From Chapters 11-18 in the course text:

- H. Consider some of the consequences you have previously planned for students. Explain how they fit into the framework of the Three R's of Logical Consequences.
- I. What is the difference between "undesirable consequences" and "punishment"?
- J. Describe the importance of noting the "escalation cycle" stage when intervening with a student who is exhibiting crisis behavior.





Module 2

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Functions of Behavior

Every behavior is communication. Take a look at the 4 functions of behavior below, and connect the to behavior issues you may have experienced or learned about.

4 Functions of Behavior			
Function	What it Does	When it Happens	What to Do
S Sensory 	Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
E Escape 	Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
A Attention 	Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
T Tangible 	Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

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Go more deeply into the functions of behavior by reading, "Why Do Kids Act Out?" by Gia Miller.

We also need to keep in mind the ABCs of behavior:



The course text lists other common reasons that students may display problem behaviors. To investigate further, please complete one of the following options:

Option 1: Understand Your Students

Choose a problem behavior that you have experienced with a student. Outline information you have on setting, triggering antecedents and the "payoff" for displaying the undesirable behavior. Then, write a short note to them, explaining that you now understand why they did the thing they did.

Option 2: What About You?

Choose a problem behavior that you have found yourself displaying. Outline information you have on setting, triggering antecedents and the "payoff" for displaying the undesirable behavior. Then, briefly explain the situation where you displayed the behavior, and why.

3. Application: Innovate

Social skills are critical to a child's experiences in school! The video below provides a good foundation to teaching social skills.

Now is your opportunity to apply your learning for group or individual social skills instruction.

Please complete one of the following options:

Option 1: Create a Social Skills Group Activity

Chapter 4 is filled with amazing information and resources to support the design of a social skills lesson for a group. Consider 1-3 social skills that you would like to cover with a group, then design a lesson to instruct students on your selected social skill or skills.

The lesson you create should have enough information for 30 minutes or longer and so a colleague could teach the lesson in your absence. In addition, be sure your plan includes:

- The skill or skills you are planning to introduce
- Resources you will incorporate
- Modifications for remote or hybrid learners

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Option 2: Create a Social Skills Individualized Plan

Chapter 5 has ideas and structure about how to individualize social skill instruction for a student. Consider a behavior in a student you would like to address, then summarize the following in reference to the student's behavior.

- Name the behavior, and explain the context and function of the behavior
- Identify the replacement behavior (keep in mind the "commonly overlooked replacement behaviors," if applicable)
- Name any other target behaviors (if applicable)
- Identify the adult who will provide instruction on the replacement behavior, and why that person is ideal for the role
- Outline when will the instruction take place, what methods will be used (Check-In, Pre-correction, etc.), and how will it be delivered
- Any necessary modifications for remote or hybrid learning

Note: If you don't have access to students, please use a past or hypothetical student(s) to complete one of the options.

4. Application: Implement

It's no surprise that engaging instruction reduces some behavior challenges. Review this Prezi from Miles O'Shea, offering good insight and suggestions for engagement.

Remember "that lesson" you have wanted to make more engaging, but you haven't had the time revise it? We'd like you to increase the engagement with that lesson - right now - and then implement it with your learners. Please complete the following steps:

- A. Identify a current lesson that needs updating. Include rationale for why you chose this specific lesson.
- B. Find 2 strategies (from the Prezi and Chapter 8) that will make the lesson more engaging, and update the lesson to include those strategies. Please note why you selected the strategies you did.
- C. Then, please submit your updated lesson, along with the following:
 - The original lesson
 - A detailed explanation of what you changed in order to increase engagement, and, therefore, decreased behavior challenges
 - A summary of how implementation of the newly revised lesson went. (How did students respond? What other changes do you need to make for next time?)

**If you don't have access to students or are unable to implement this lesson, please provide the following with your lesson submission:*

- The original lesson.

All coursework is to be completed in the Teaching Channel online environment.

- A detailed explanation of what you changed in order to increase engagement, and, therefore, decrease behavior challenges.
- Share how you will continue the strategies you selected to reinforce the positive behavior.

5. Investigation: Resource Review

To complete the Resource Review, identify two resources related to (but not directly from) the course content to enhance your professional practice, and deepen your understanding of the course content.

Resources may include blog posts, podcasts, websites, videos, documentaries, films, articles, books, or journals, published within the last five years. To find a resource, we suggest a web search (Google, Bing, etc.) using terms or ideas from the course you'd like to learn more about, or that relate to your specific professional learning needs.

Please provide the resource title, author, copyright or publishing date, and URL (if applicable). Then, in two paragraphs or more per resource, respond to one or more of the following:

- Share information about how the resource information could impact your professional practice
- Explain how each resource supports or challenges your professional assumptions
- Summarize any questions that remain, i.e.: gaps in information or contradictions

To meet "A" criteria as outlined in the course rubric, for each resource, include two or more different examples of how the resource supports or challenges assumptions, *and* explain two ways this resource will impact your professional practice.

Module 3

1. Tell us about yourself!

Provide a one sentence or longer explanation of your role in the field of education.

2. Application: Individual Reinforcement

Consider a student (or a child you know) who exhibits a behavior you would like improved. Then, using the information in Chapter 9, and reading Using Reinforcement in the Classroom from Autism Classroom Resources, complete the following:

- A. Explain the techniques (interview, survey, observation, journals) you will use to determine what is reinforcing the student's behavior.
- B. Design a reinforcement menu (include 7 or more choices) for the student so they have a variety of options. (continued directions follow images)

Your reinforcement menu may be similar to those shown below, or something of your own design!

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- C. Submit the reinforcement schedule you will use with the student, noting the Differential Reinforcement Rate with an explanation about how it will be used.

Note: If you do not have access to students, please use a past or hypothetical student to complete the assignment.

3. Application: Challenge the Status Quo

The videos in this playlist show the different aspects of creating Functional Behavioral Assessments (FBA). Watch *any of the videos* to reinforce your learning and understanding, then complete the assignment below.

- First, review *only* pp.1-8 of this FBA sample, and compare the sample to the way FBAs are presented in the text. Consider each one based on effectiveness and clarity, along with what seems to match, and/or seems to be different.
- Next, detail two recommendations you could make to improve the structure, content, reporting- or anything else included in the sample. You may use Chapter 14 for tips, or any other information you find from the course text.
- Provide rationale for each of your recommendations, based on your learning from this course.
- Your response, including 2 recommendations and the rationale for each, should be 2 paragraphs or more.

4. Application: Collaborate

Collaboration is key for increasing positive behaviors! For this application, please complete one of the following collaborative options:

Option 1: Coffee, Conversation and Collaboration

Learners Edge knows teachers love coffee, conversation, and collaboration! For this option, invite a colleague or two to have coffee to discuss concepts from this course, then:

All coursework is to be completed in the Teaching Channel online environment.

- Before your meeting, develop a list of 3 discussion prompts based on the text. Be sure to include one prompt about how you and your colleagues could collaborate to increase positive student behavior
- Next, meet with colleague(s) face-to-face or virtually for a 15-minute or longer discussion about the 3 discussion prompts. Be sure to enjoy a delicious treat while you chat!
- Then, in two paragraphs or more summarize your conversation including your ideas for collaborating with the goal of improving student behavior, and any steps for implementation

Option 2: Teaching Purposeful Collaboration

As you have learned in this course, group work can be challenging for students who are working to develop social skills.

If completing this option:

- Develop a 15-minute or longer lesson you can use with students that explicitly teach a skill needed to work collaboratively (i.e. Understanding group roles, group goal setting, norms, etc.)
- Your lesson plan should include enough detail so a colleague could teach it in your absence

5. Reflection

In 2 or more double-spaced pages (12pt font), synthesize your learning by summarizing how your learning in this course has evolved your professional practice. To meet "A" criteria as outlined in the course rubric, your reflection should include:

- A comparison of your learning goals from your Statement of Intention and Awareness in Module 1 with your new learning, to assess how you've grown.
- One key takeaway from your learning.
- One future learning goal related to course content.
- Three or more detailed connections to specific course applications, information from readings, and other completed course activities.

And your choice of *one* of the following:

- Two or more specific ideas for changes to your professional practice with timelines for implementing changes.
- Two or more detailed action steps you'll take to positively influence others (students, parents, colleagues, administrators, community members, etc.), including implementation timelines.

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