

Minnesota State University Moorhead

SPED 606: Classroom & School-Wide Positive Behavior Supports

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: None

Learners of the course will increase knowledge base, skills, and confidence to work with individuals who exhibit challenging behaviors and/or demonstrate challenging social, emotional and behavioral needs in the classroom.

B. COURSE EFFECTIVE DATES: 02/02/2019 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

D. LEARNING OUTCOMES (General)

1. Understand and apply standards for restrictive procedures, alternatives to using those procedures, the risks of using those procedures including medical contraindications, and principles of individual and schoolwide positive behaviors interventions and supports, including the roles of systems, data and practices.
2. Access information from functional behavioral assessments in order to develop, implement, monitor, evaluate, and revise, as needed an individual positive behavioral support plan across settings and personnel.
3. Collect and use data to monitor the effectiveness of replacement behaviors, prompts, routines, and reinforcers in changing and maintaining positive behaviors.
4. Select, implement, evaluate, and modify evidence-based instructional strategies for social and emotional skills development for students with emotional or behavioral disorders.
5. Apply ethical and legal considerations in the selection and use of behavioral interventions that are generally available, available under limited conditions, and not permissible under any condition.
6. Understand and communicate educational roles and shared responsibilities of educators, paraprofessionals, and other staff when collaborating for the consistent implementation of positive behavioral supports and academic instruction across environments.
7. Conduct functional behavioral assessments and use the results to develop intervention plans.
8. Apply behavioral theory, study data, evidence-based practices, and ethics in developing and implementing individual student and classroom behavior management plans.
9. Design and manage positive instructional environments and convey high expectations for students to develop independence, self-monitoring, self-direction, self-regulation, and self-advocacy.
10. Apply systematic procedures for compiling and using data for the purposes of continuous progress-monitoring, modification of instruction, and program and school-wide improvement.
11. Engage in continuing professional development and reflection to increase knowledge and skill as a special educator and inform instructional practices, decisions, and interactions with children and youth and their families.
12. Connect functional behavioral assessments and behavior intervention plans to principles of individual behavioral interventions and supports.
13. Understand the impact of school personnel and environments on maintaining or changing student behavior.
14. Complete, as a member of a team, a systematic, functional behavioral assessment including consideration of the forms and functions of behaviors, context in which behaviors occur, and antecedents and consequences of behaviors for the purpose of developing an individual positive behavioral support plan.

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

None

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

None noted