



## **Professional Development Institute**

### **Flex Course Syllabus**

## **Supporting Students Using a MTSS Framework (6-12)**

**PDI Course Number: 139T02**

**UCSD Course Number: EDUC42318**

If you would like information about receiving post-baccalaureate (graduate) credit for completing this course, [please click here](#).

### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### **Course Description**

As a busy secondary level teacher, do you find it difficult to support all your students' individual academic and behavioral needs? Do you have certain students who challenge you more than others? This online course is designed for teachers in grades 6-12 who want to learn how to use a multi-tiered system to support all their students' academic, behavior, and social-emotional needs. Universal screening measures are examined as well as using data to guide decisions within the classroom, with a focus on identifying students at-risk for poor academic outcomes. Information on academic supports is shared including universal design for learning, culturally responsive teaching, differentiated instruction, and instilling a growth mindset in students. Specific multi-tiered strategies are introduced to help teachers support students who struggle behaviorally. Teachers will learn the importance of utilizing reinforcement techniques, extinction plans, functional behavior assessments, and behavior intervention plans. A variety of social-emotional strategies are also discussed, including social skills instruction and the impact school climate has on students' mental health. By the end of the course, teachers will feel more confident and successful in their quest to embed a multi-tiered system of supports within their own teaching practices to best support their students.

## Educational Outcomes

1. Teachers will understand the dynamics of a multi-tiered system of supports, as well as how to increase supports through the tiers for individual students.
2. Teachers will be able to identify students that are at-risk for poor learning outcomes.
3. Teachers will know the importance of and understand the procedures for administering universal screenings.
4. Teachers will learn how to make data-informed decisions regarding their students' academic and behavioral development.
5. Teachers will understand the steps to implement data-driven instruction.
6. Teachers will learn what it means to ban the average, and design individualized learning plans for their students.
7. Teachers will understand the concepts and principles of Universal Design for Learning, and how this can reduce the number of students being referred to Tier II or III supports.
8. Teachers will understand the conditions necessary for culturally responsive teaching and the importance of including students' cultural references in all aspects of learning.
9. Teachers will be able to differentiate their instruction through content, process, product, and learning environment.
10. Teachers will learn a variety of instructional strategies to support students receiving Tier II and III academic interventions.
11. Teachers will learn the definition, characteristics, and strategies for developing a growth mindset in students.
12. Teachers will learn a variety of positive behavior interventions to support students receiving Tier II and III behavioral interventions.
13. Teachers will be able to identify the function of a behavior and learn how to use the ABC (antecedent-behavior-consequence) model to analyze and target problem behaviors.
14. Teachers will be introduced to various behavioral measurement systems so that they can more easily identify, collect, and analyze data as it pertains to targeted behaviors.
15. Teachers will examine the various components associated with a Functional Behavior Assessment (FBA), and they will learn how an FBA can be used to drive a Behavior Intervention Plan (BIP).
16. Teachers will learn various methods for setting academic and behavioral goals.
17. Teachers will understand the characteristics of and differences between positive and negative reinforcement, as well as positive and negative punishment.
18. Teachers will learn a variety of reinforcement classifications, and how they can be implemented in the classroom, including student-led reinforcers and class-wide reinforcement systems.
19. Teachers will understand the definition, characteristics, and steps for placing challenging behaviors on extinction, and how to identify replacement behaviors, extinction bursts, and spontaneous recovery.
20. Teachers will learn how to engage families at every tier of MTSS, and they will explore a variety of strategies for building healthy family-school relationships.
21. Teachers will understand the concepts and principles of social-emotional learning within a multi-tiered system of supports, as well as a variety of assessment options.

22. Teachers will understand the definition, importance, and types of social skills, and they will be introduced to a variety of strategies that can be used within all three tiers of MTSS.
23. Teachers will be introduced to a variety of social skills deficits, as well as strategies to address these deficits.
24. Teachers will learn about the influence that mental health has on academic performance, the relationship between MTSS and a positive school climate, and they will explore various models to address mental health concerns in school.
25. Teachers will learn how trauma impacts classroom behavior.
26. Teachers will understand the characteristics of a trauma-sensitive classroom, and they will learn how to design a trauma-informed system of supports.
27. Teachers will learn how language differences impact behavior and how English acquisition fits within a MTSS.
28. Teachers will be able to design and evaluate effective intervention plans to address students' skill gaps and make data-informed, time-efficient, and consistent decisions in regard to the interventions they select.
29. Teachers will be able to compare and contrast The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973.
30. Teachers will understand how MTSS aligns with special education, including teaching students in the least restrictive environment and providing intensive interventions to students with the most severe and persistent learning and/or behavioral needs.

## **Instructional Media**

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## **Evaluation**

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Design an Intervention (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- A Multi-Tiered Approach to Supporting Students
- Universal Screening to Identify Students At-Risk
- Using Data to Make Informed Decisions
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about creating a multi-tiered system of supports for students with academic, behavioral, and social emotional challenges. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

### Unit Two

- Universal Academic Instruction
- Evidence-Based Academic Interventions
- Encouraging a Growth Mindset
- **Assignment #2**  
*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*
- **Test #2**

### Unit Three

- Supporting Positive Behaviors in the Secondary Classroom
- Recording Students' Targeted Behavior
- Designing and Implementing Functional Behavior Assessments and Behavior Intervention Plans
- **Assignment #3**  
*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively implementing a multi-tiered system of supports and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom*
- **Test #3**

## Unit Four

- Reinforcing Desirable Behaviors
- Placing Behaviors on Extinction
- Engaging Families in MTSS
- **Test #4**

## Unit Five

- The Impact of Mental Health on School Climate
- Social-Emotional Competencies for Secondary Students
- Social Skills Instruction
- **Test #5**

## Unit Six

- Supporting Students Who Have Been Exposed to Trauma
- Interventions for Students with Language Differences
- Considerations for Struggling Students
- **Assignment #4**  
*Select a student you have (or had) in your class that has (had) an academic, social emotional, or behavioral challenge and design an intervention to address this skill gap. The intervention selected should be research-based and it must explicitly state in detail all of the information outlined in Assignment 4. The student's challenge and the intervention should be described in enough detail that it can be implemented by another teacher. Be sure to label which grade level and content area or skill the intervention best applies. Follow the format of the Behavior Intervention Plan in Unit Three ("Designing and Implementing Functional Behavior Assessments and Behavior Intervention Plans").*
- **Assignment #5**  
*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

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