



## **Professional Development Institute**

### **Flex Course Syllabus**

# **Conquering the Behavioral Challenges of Special Needs Students (K-2)**

**PDI Course Number: 48T04**

**UCSD Course Number: EDUC41621**

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**

Do you find yourself at a loss when it comes to helping your special needs students cope with their behavioral challenges? This online course is designed for K-2 teachers who want to learn how to incorporate a variety of behavior interventions for students who have been diagnosed with disorders such as autism spectrum disorder, emotional and behavioral disorders, and attention deficit hyperactivity disorder. The role of executive functions is examined, including how executive dysfunction can lead to classroom behavior problems. Information on behavior management is shared with a specific focus on a tiered system of behavioral support, implementing IEPs, functional behavior analysis, and behavior intervention plans. Specific strategies are introduced to help teachers support special education students who struggle behaviorally. Teachers will learn the importance of developing routines, utilizing reinforcement techniques, teaching social skills, and the role that effective praise plays in behavior management. Teachers will be introduced to a variety of team-teaching models as a form of collaboration, and they will learn techniques to better involve parents by establishing a robust school-home connection. By the end of this course, teachers will feel more confident using a variety of

behavior management strategies, making them better equipped to meet the needs of their behaviorally-challenged special needs students.

## **Educational Outcomes**

1. Teachers will be introduced to applied behavior analysis (ABA), and they will learn how to use the ABC (antecedent-behavior-consequence) model to analyze and target problem behaviors.
2. Teachers will learn about the various models of behavior and how to write SMART behavioral goals.
3. Teachers will learn about the various functions of behaviors.
4. Teachers will learn the role that executive functions serve in behavior management, and they will take a deep dive into several strategies that are designed to help students master their executive functions.
5. Teachers will learn how to arrange the physical classroom environment and embed flex seating options so that students with behavioral challenges can be more easily supported.
6. 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.
7. Teachers will learn a variety of reinforcement techniques, and how they can be implemented within the classroom.
8. Teachers will learn about the different tiers of support as it relates to a multi-tiered system of support (MTSS).
9. Teachers will take a deep dive into the IEP (Individualized Education Plan) process, including the purpose of an IEP and its various components.
10. Teachers will examine the various components associated with a Functional Behavior Assessment (FBA) and how an FBA can be used to drive a Behavior Intervention Plan (BIP).
11. Teachers will become familiar with the term “extinction,” and they will learn strategies to incorporate the extinction of targeted problem behaviors.
12. Teachers will learn the definition, characteristics, and interventions for autism spectrum disorder.
13. Teachers will learn the definition, characteristics, and interventions for emotional and behavioral disorders.
14. Teachers will learn the definition, characteristics, and interventions for attention deficit hyperactivity disorder.
15. Teachers will understand how to create, model, and assess classroom routines.
16. Teachers will learn how to teach social skills to students with special needs.
17. Teachers will learn how to model and teach self-management techniques to students with special needs.
18. Teachers will learn how to successfully implement effective praise in their classrooms.
19. Teachers will learn the importance of collaborating with school personnel and other professionals when working with students with special needs.

20. Teachers will learn the importance of collaborating with parents when working with students with special needs, and they will be introduced to a variety of strategies to incorporate parental involvement.

## **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: Respond to Classroom Scenarios (20% of final grade)
- Culminating Practicum (20% of final grade)

## **Topical Outline**

### **Unit One**

- Understanding Behavior Management
- The Role of Executive Functions
- Preventing Poor Behavior Through Classroom Environment
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about best practices for addressing behavioral problems in the classroom. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

## Unit Two

- Recording Behavior and Record Keeping
- Reinforcement Techniques
- Tiered System of Behavioral Support
- **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

- Individualized Education Programs
- Functional Behavior Assessment & Behavior Intervention Plans
- Extinction of Problem Behaviors
- **Assignment #3**

*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to effectively addressing behavioral challenges 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

- Autism Spectrum Disorder
- Emotional and Behavioral Disorders
- Attention Deficit Hyperactivity Disorder
- **Test #4**

## Unit Five

- Developing Routines
- Teaching Social Skills
- Self-Management Strategies
- **Test #5**

## Unit Six

- Effective Praise in the Classroom

- Collaboration
- Parental Involvement
- **Assignment #4**

*Review the scenarios illustrated in Assignment 4. Using what you have learned throughout this course, make a plan to address each situation so that these special education students can be successful, both academically and behaviorally. Each plan should be a minimum of two paragraphs. The first paragraph should focus on what you think the problem might be and the second paragraph should focus on what steps to follow in order to make this problem behavior lessen or become extinct. Each paragraph should be a minimum of three to five sentences and be explained in enough detail so that someone else can follow your plan. Keep in mind that this assignment is a cumulative project and therefore, you are expected to demonstrate the knowledge you gained from the course and your ability to apply what you have learned in a practical setting.*

- **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.*

## **Bibliography**

ABA Therapists (2004). "Social Stories Help Children with Autism." Retrieved 28 April 2021 from <http://abatherapists.com/social-stories-help-children-with-autism/>

Allie (Mommy Messenger, Dec. 9, 2018). "15 Best Ways to Encourage Your Kids to Share and Take Turns." [Blog post]. Retrieved 28 April 2021 from <https://www.mommymessenger.com/sharing-and-turn-taking/>

American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders (fifth ed., text rev.)* Washington, D.C: American Psychiatric Association.

American Psychiatric Association (2018). "What is Autism Spectrum Disorder?" Retrieved 26 April 2021 from <https://www.psychiatry.org/patients-families/autism/what-is-autism-spectrum-disorder>

Angel, T. (2020). "Everything You Need to Know About ADHD." Retrieved 12 Apr. 2021 from <https://www.healthline.com/health/adhd>

Ashcroft, W., Argriro, S., & Keohane, J. (2009). *Success strategies for teaching kids with autism*. Waco, TX: Prufrock Press.

Bafile, C. (2011). "You Must Remember This' Teaching with Mnemonics." Retrieved 10 Mar. 2021 from [https://www.educationworld.com/a\\_curr/profdev/profdev117.shtml](https://www.educationworld.com/a_curr/profdev/profdev117.shtml)

Banks, A. (2020). "Special Education Classroom Behavior Management Strategies for K12." Retrieved 09 Feb. 2021 from <https://insightstobehavior.com/blog/special-education-classroom-behavior-management-strategies-k12/>

Bostwick, E., Garmon, M., Hildebrand, J., Judd, A., & Mbalia, M. (2018). "9 Tips for Teaching Kindness in the Classroom." Retrieved 29 Apr. 2021 from <https://www.pbs.org/education/blog/9-tips-for-teaching-kindness-in-the-classroom>

Brophy, J. (1981). "Teacher praise: A functional analysis," *Review of Educational Research*, 51, pgs. 5-32.

Brown, K.L. (1981). *Teaching, Speaking and Listening Skills in the Elementary and Secondary School*. Boston, MA: Massachusetts Department of Education, pgs. 234-440.

Brown, L.V. (2007). *Psychology of Motivation*. New York: Nova Science Publishers.

Burnette, J. (n.d.). "Groupings that Work for Students with Disabilities." Retrieved 10 Mar. 2021 from <https://www.readingrockets.org/article/groupings-work-students-disabilities>

Cassel, S. (2019). "How to Choose a Co-Teaching Model." Retrieved 26 May 2021 from <https://www.edutopia.org/article/how-choose-co-teaching-model>

Centers for Disease Control and Prevention. (CDC, 2020). "Data and Statistics About ADHD." Retrieved 21 Apr. 2021 from <https://www.cdc.gov/ncbddd/adhd/data.html>

Congos, D. (2005). "9 Types of Mnemonics for Better Memory." Retrieved 12 Nov. 2020 from <https://www.learningassistance.com/2006/january/mnemonics.html>

DeLussey, St. (2018). "Flexible Seating Options for Special Education." Retrieved 11 Feb. 2021 from <https://www.mrsdscorner.com/flexibleseatingforsped/>

Delzer, K. (2015). "Why the 21<sup>st</sup> Century Classroom May Remind You of Starbucks." Retrieved 16 Sep. 2020 from [www.edsurge.com/news/2015-10-01-why-the-21st-century-classroom-may-remind-you-of-starbucks](http://www.edsurge.com/news/2015-10-01-why-the-21st-century-classroom-may-remind-you-of-starbucks)

Ehlers, L. (2018). "MTSS vs RTI vs PBIS – What's the difference?" Retrieved 15 Mar. 2021 from <https://www.illuminateed.com/blog/2018/11/mtss-vs-rti-vs-pbis-whats-the-difference/>

Eredics, N. (2015). "9 Ways to Teach Social Skills in Your Classroom." Retrieved 2 Mar. 2021 from <https://www.readingrockets.org/article/9-ways-teach-social-skills-your-classroom>

Furber, A. (2016). "Metacognition: The Power Behind Problem-Solving." Retrieved 3 Nov. 2020 from <https://www.beyondbooksmart.com/executive-functioning-strategies-blog/metacognition-the-power-behind-problem-solving>

Gray, C. (2021). "What is a Social Story?" Retrieved 28 April 2021 from <https://carolgraysocialstories.com/social-stories/what-is-it/>

Harlan, J. & Rowland, S. (2002). *Behavior management strategies for teachers: Achieving instructional effectiveness, student success, and student motivation--every teacher and any student can!* (2nd ed.). Springfield, IL: Charles C. Thomas.

Hawkins, S.M. & Heflin, L.J. (2011). "Increasing secondary teachers' behavior-specific praise using a video self-modeling and visual performance feedback intervention." In *Journal of Positive Behavior Interventions*, 13(2), pgs. 97-108.

Henderson, A. & Mapp, K. (2002). "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement." *The National Center for Family and Community Connections with Schools*. Retrieved May 27, 2021, from <https://www.sedl.org/connections/resources/introduction.pdf>

Hoffman, S. (2014). "Why Students Forget What They've Learned & How to Increase Learning Retention." Retrieved 12 Nov. 2020 from <https://www.readinghorizons.com/blog/review-%E2%80%93-is-it-worth-it>

Intervention Central. (n.d.). "Teacher Praise: An Efficient Tool to Motivate Students." Retrieved 3 May 2021 from <https://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students>

The IRIS Center. (2013). "Study skills strategies (part 2): Strategies that improve students' academic performance." Retrieved 12 Mar. 2021 from <https://iris.peabody.vanderbilt.edu/module/ss2/>

Jacobson, R. (n.d.). "What is Working Memory?" Retrieved 10 Nov. 2020 from <https://childmind.org/article/what-is-working-memory/>

Keller, S. (2020). "How to Help a Child with Autism with Emotional Self-Regulation." Retrieved 22 Mar. 2021 from <https://www.autismparentingmagazine.com/child-autism-with-emotional-self-regulation/>

Kern, L. & N.H. Clemens (2007). "Antecedent strategies to promote appropriate classroom behavior." In *Psychology in the Schools*, 44, pgs. 65-75.

Lexia Learning (n.d.). “RTI and MTSS: Do You Know the Difference Between These Support Systems?” Retrieved 16 Mar. 2021 from <https://www.lexialearning.com/blog/rti-and-mtss-do-you-know-difference-between-these-support-systems#:~:text=Whereas%20RTI%20is%20a%20model,other%20topics%20such%20as%20attendance.>

Loftus, Y. (2021). “Children with Autism and Their Special Interests.” Retrieved 5 Apr. 2021 from <https://www.autismparentingmagazine.com/autism-children-special-interests/>

Loveless, B. (n.d.). “Emotional and Behavioral Disorders in the Classroom.” Retrieved 16 Apr. 2021 from <https://www.educationcorner.com/behavioral-disorders-in-the-classroom.html>

Mayer, G. R., Sulzer-Azaroff, B., & Wallace, M. (2019). *Behavior Analysis for Lasting Change (4th ed.)*. Sloan Publishing. ISBN: 9781597380850

Martella, R.C., Nelson, J.R., & Marchand-Martella, N.E. (2003). *Managing disruptive behaviors in the schools*. Boston, MA: Allyn & Bacon.

Meadows, T. (2011). “Prompting 101.” Retrieved 18 Jan. 2021 from <https://www.iloveaba.com/2011/09/prompting-101.html>

Merrill, S. (2018). “Flexible Classrooms: Research Is Scarce, But Promising.” Retrieved 07 Oct. 2020 from [www.edutopia.org/article/flexible-classrooms-research-scarce-promising](http://www.edutopia.org/article/flexible-classrooms-research-scarce-promising)

Miller, E. (2020). “The 5 Essential Elements of an Incredibly Effective Social Story.” Retrieved 28 April 2021 from <https://latherapy.org/the-5-essential-elements-of-an-incredibly-effective-social-story/>

Mulvahill, E. (2018). “Understanding Intrinsic vs. Extrinsic Motivation in the Classroom.” Retrieved 25 Feb. 2021 from <https://www.weareteachers.com/understanding-intrinsic-vs-extrinsic-motivation-in-the-classroom/>

Myck-Wayne, J., Ramirez, S. (2014). “Assistive Technology and Social Skills.” Retrieved 03 Mar. 2021 from <https://core.ac.uk/download/pdf/154440106.pdf>

National Association of Special Education Teachers. (2020). “IEP Components.” Retrieved 15 Apr. 2021 from <https://www.naset.org/index.php?id=3321>

National Center for Learning Disabilities (2013). “Executive Function 101.” Retrieved 05 Oct. 2020 from [https://www.edrevsf.org/wp-content/uploads/2019/01/executivefunction101ebook\\_344.pdf](https://www.edrevsf.org/wp-content/uploads/2019/01/executivefunction101ebook_344.pdf)



Ontario Teachers' Federation (n.d.). "Non-Verbal Reasoning." Retrieved 6 Apr. 2021 from <https://www.teachspeced.ca/autism-spectrum-disorder-asd?q=node/714>

Peery, A. (2017). "Co-teaching: How to make it work." Retrieved 26 May 2021 from <https://www.cultofpedagogy.com/co-teaching-push-in/>

Provenzano, N. (2014). "3 Ways to Make Meaningful Connections with Your Students." Retrieved 14 Apr. 2021 from <https://www.edutopia.org/blog/make-meaningful-connections-with-students-nick-provenzano>

Raising Children Network. (2020). "Social Stories." Retrieved 2 Mar. 2021 from <https://raisingchildren.net.au/autism/therapies-guide/social-stories>

Reading Horizons (2014). "Making Connections, Making Reading Fun." Retrieved 21 Dec. 2020 from <https://athome.readinghorizons.com/resources/connections#:~:text=Making%20Connections%2C%20Making%20Reading%20Fun&text=Encourage%20them%20to%20connect%20with%20experiences%20in%20their%20own%20life.&text=It%20helps%20readers%20understand%20how,making%20the%20reader%20more%20engaged.>

Rudy, L. (2021). "Assistive Technology for Autism." Retrieved 16 Apr. 2021 from <https://www.verywellhealth.com/assistive-technology-for-autism-5076159>

Scheuermann, B., & Hall, J. (2012). *Positive behavioral supports for the classroom (2nd ed.)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Siegel, D. (2007). *The Mindful Brain: Reflection and Attunement in the Cultivation of Well-Being*. New York, NY: W. W. Norton & Company, Inc.

Smith, M., Robinson, L. & Segal, R. (n.d.). "Autism Behavior Problems." Retrieved 18 Mar 2021 from <https://www.helpguide.org/harvard/autism-behavior-problems.htm>

Smith System (2019). "Top 10 Benefits of a Flexible-Seating Classroom." [Blog post]. Retrieved 24 Sept. 2020 from <https://smithsystem.com/smithfiles/2019/05/21/top-10-benefits-flexible-seating-classroom/>

Trites, N. (2017). "What is co teaching? An introduction to co-teaching and inclusion." Retrieved 26 May 2021 from <http://castpublishing.org/introduction-co-teaching-inclusion/>

University of Kansas. (n.d.). "Teaching Self-Management Skills." Retrieved 20 Apr. 2021 from [http://www.specialconnections.ku.edu/?q=behavior\\_plans/positive\\_behavior\\_support\\_interventions/teacher\\_tools/teaching\\_self\\_management\\_skills](http://www.specialconnections.ku.edu/?q=behavior_plans/positive_behavior_support_interventions/teacher_tools/teaching_self_management_skills)

Vanderbilt University. (2016). "Behavior-Specific Praise in the Classroom." Retrieved 04 May 2021 from <https://vkc.vumc.org/assets/files/resources/psibehaviorspecpraise.pdf>

Walsh, R. (2019). "How Student Choice in Flexible Seating Affects Student Perceptions and On-Task Behavior." Retrieved 23 Nov. 2020 from [http://dspace.calstate.edu/bitstream/handle/10211.3/214388/WalshRobin\\_Fall2019.pdf?sequence=3](http://dspace.calstate.edu/bitstream/handle/10211.3/214388/WalshRobin_Fall2019.pdf?sequence=3)

Webster, J. (2015*a*). "FBA- How to Write a Functional Behavior Analysis." Retrieved 26 Feb. 2021 from <http://specialed.about.com/od/behavioraldocuments/tp/FBAlist.htm>.

Webster, J. (2015*b*). "BIP- Behavior Intervention Plan How-to." Retrieved 26 Feb. 2021 from <http://specialed.about.com/od/behavioraldocuments/tp/BIPhowtolist.htm>.