



Professional Development Institute

Flex Course Syllabus

Behavior Interventions for Students with Special Needs (3-6)

PDI Course Number: 156T02

ACE Course Number: LE5659

UCSD Course Number: EDUC42544

If you would like information about receiving 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 managing the challenging behaviors of students with special needs? Does the idea of balancing appropriate discipline with school safety, classroom effectiveness, and positive outcomes for students sound like a daunting task? Many teachers across the country have noticed an increase in challenging behaviors in recent years and are searching for alternative strategies to school discipline. This online course is specifically designed for teachers in grades 3-6 who want to learn how to incorporate a variety of behavior interventions for students with special needs. Teachers begin with an introduction to positive behavior interventions and supports and learn how this three-tiered model can be used to prevent challenging behaviors. From there, teachers are provided with thorough background information on the principles of applied behavior analysis. Specific strategies are shared for recording students' behavior, conducting a functional behavior assessment to understand the function of the behavior, and changing behavior using positive reinforcement. Information is shared on designing effective behavior goals and numerous evidence-based intervention strategies are presented. Teachers will learn how to develop an effective behavior intervention plan with a focus on self-management strategies to sustain positive behaviors even after the intervention has

ended. Finally, teachers will learn about bullying and exclusionary discipline — two common issues that disproportionately impact students with disabilities — and will learn how to incorporate formal and informal restorative practices to prevent these issues. By the end of this course, teachers will be well prepared to change even the most challenging behaviors seen in the classroom.

Educational Outcomes

1. Teachers will understand the science of applied behavior analysis and will be able to identify the functions of behavior.
2. Teachers will learn specific strategies to diffuse, redirect, and de-escalate challenging behaviors.
3. Teachers will learn how to implement the three-tiered approach of Positive Behavior Interventions and Supports (PBIS) to improve school climate.
4. Teachers will be able to identify students who are at risk of poor academic outcomes.
5. Teachers will learn multiple strategies for recording students' behavior.
6. Teachers will be able to conduct functional behavior assessments.
7. Teachers will be able to design effective, meaningful, and measurable behavior goals.
8. Teachers will learn strategies for decreasing challenging behaviors by teaching functionally-equivalent replacement behaviors.
9. Teachers will be able to distinguish between different types of reinforcers.
10. Teachers will learn how to change behaviors using positive reinforcement.
11. Teachers will learn how to use the most common types of differential reinforcement to increase positive behaviors and decrease challenging behaviors.
12. Teachers will learn the characteristics of effective reinforcers and how to conduct preference assessments.
13. Teachers will learn specific strategies for transforming their classroom environment to prevent challenging behavior.
14. Teachers will learn various antecedent-based interventions to proactively change behavior.
15. Teachers will learn how to design and implement a task analysis using the three main chaining procedures.
16. Teachers will learn strategies to promote engagement and motivation in students and to prevent challenging behavior.
17. Teachers will understand what extinction is and will learn how to pair extinction with other behavioral interventions.
18. Teachers will learn how to write an effective behavior intervention plan.
19. Teachers will learn the components of self-management as well as various methods of self-monitoring that students can use to record their own behavior.
20. Teachers will understand the intersection of bullying and special education and will learn bullying prevention strategies that are specific to students with special needs.
21. Teachers will learn both formal and informal restorative practices that can be used to mitigate challenging behaviors, and thus, reduce exclusionary discipline practices.

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)
- Design a Behavior Intervention Plan (20% of final grade)
- Culminating Practicum (20% of final grade)

Topical Outline

Unit One

- Understanding Behavior Management
- An Introduction to PBIS
- Identifying Students at Risk
- **Assignment #1**
Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about preventing challenging behaviors in your 3-6 grade classroom. Your autobiography should be a minimum of three paragraphs.
- **Test #1**

Unit Two

- Recording Students' Behavior
- Functional Behavior Assessments
- Designing Effective Behavior Goals

- **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

- Improving Behaviors with Positive Reinforcement
- Differential Reinforcement Strategies
- Selecting Effective Reinforcers
- **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 3-6 grade 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

- Preventing Challenging Behavior through the Classroom Environment
- Behavioral Teaching Strategies
- Designing and Implementing a Task Analysis
- **Test #4**

Unit Five

- Engaging and Motivating Students to Change Their Behavior
- Placing Challenging Behaviors on Extinction
- Developing a Behavior Intervention Plan
- **Test #5**

Unit Six

- What is Self-Management?
- Bullying Prevention
- Changing Behavior with Restorative Practices
- **Assignment #4**
Select a student you have (or had) in your class that has (had) a behavioral challenge and design a behavior intervention plan that teaches a functionally-equivalent

replacement behavior and decreases the challenging behavior. If you have never had a student in your classroom with a behavioral challenge, simply choose a behavioral challenge that is likely to surface in grades 3-6 among students with special needs and design your behavior intervention plan around it, using all of the criteria outlined in Assignment 4. The student's challenging behavior and the intervention plan 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 plan best applies. Follow the format of the Behavior Intervention Plan in Unit Five ("Behavior Intervention Plans"). Please also use a fictitious name for the student in question.

- **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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