



**The Learning Tree Professional Development Network, LLC**  
Course Syllabus

**Course Title:** Responding to Challenging Behaviors

**Credits:** 3 credits

**Class Type:** Accelerated Fully Online

*Participants taking this course for PDPs are required to complete ONE discussion board post, ONE written response, and a modified (to a lesser degree) final assignment in order to earn a Massachusetts' Department of Elementary and Secondary Education approved certificate.*

*Participants taking this course for CEUs are required to complete ONE discussion board post, ONE written response, and a written reflection on an educator's professional accomplishment and growth resulting from participation in the course.*

**CATALOG DESCRIPTION:**

This course will enable participants to understand and respond to challenging behaviors in students exhibiting challenging behaviors. Participants will learn how to respond, rather than react to student behaviors. Emphasis will be placed upon the notion that a student's behavior is an essential component of their social and academic experience. This course will explore the interaction between learning issues, behaviors, and performance in students. Best instructional practices and strategies will be explored to help understand student behaviors and to promote acceptance and improve their social skills.

**LEARNING GOALS:**

**GLOBAL GOALS OF THE COURSE:**

1. Critique, synthesize, and apply current theories on student behavior.
2. Critique, synthesize, and apply current theories on best instructional practices and strategies for responding to student behaviors.
3. Synthesize and implement best instructional practices and strategies deemed from current research on special needs' impact on student academic and social behaviors.

**INSTRUCTIONAL OBJECTIVES:**

1. Model best instructional practices and strategies on student behavior.
2. Model and apply best instructional practices and strategies for responding to student behaviors.
3. Implement best instructional practices and strategies for supporting specific special needs' impact on academic and social behavior.
4. Evaluate student behavior through informal observation, anecdotal evidence, and/or a special education evaluations.

5. Interpret student behavior based upon deemed from evidence provided by informal observation, anecdotal evidence, and/or a special education evaluations.
6. Implement best instructional practices and strategies deemed from evidence provided by informal observation, anecdotal evidence, and/or a special education evaluations.
7. Identify and implement strategies best instructional practices and strategies that educators can employ to increase desirable student behaviors.

**TEACHING/LEARNING ACTIVITIES:**

Video clips, PowerPoints, readings, graphic organizers, teaching tools, sample lessons, classroom discussion, lecture, etc. will all be implemented to demonstrate concepts.

**REQUIRED READINGS:**

Arum, R., & Ford, K. (2012, October). How Other Countries "Do Discipline" Educational Leadership, 70(2), 56-60.

Lavoie, R. (2007). Richard Lavoie: The Motivation Breakthrough. PsycEXTRA Dataset.  
doi:10.1037/e576212010-001

Rappaport, N., & Minahan, J. (2012, October). Cracking the Behavior Code. Educational Leadership, 70(2), 18-25.

Wormeli, R. (2015, October). The Seven Habits of Highly Affective Teachers. Educational Leadership, 73(2), 10-15.

**EVALUATION METHODS:**

One Page Response Journals: Some weeks participants may be given a required article to read. Participants should write a one page response to each article on particular weeks when journals are assigned. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it?

Online Discussions: Participants are asked to discuss assignments. These discussions can include **meaningful** questions, stories, examples, concerns, ideas, etc. To get full credit for these discussions, a participant must post a response, question, story, etc. at least once during the assigned week.

Final Assignment: For the final assignment, participants will respond to the following article: Arum, R., & Ford, K. (2012, October). How Other Countries "Do Discipline" Educational Leadership, 70(2), 56-60. Participants should submit a one to three page written response with double spacing using Times New Roman in 12-point font. Responses should incorporate course content. Participants should respond to the article, not summarize it. How does it affect you as an educator? How can you implement this in your own educational setting? Would you want to implement it? The final assignment is due at the end of Week Six. The final assignment will be scored based upon the following expectations:

<b>Final Assignment Expectations</b>	
<b>Article Content</b> has been incorporated: -written response is mindful of article’s content	___ / 25

<b>Reflection:</b> -written response demonstrates participant reaction to the article's content	___ / 25
<b>Course Concepts</b> have been integrated: -written response is reflective of course content	___ / 25
<b>Response Requirements</b> have been met: -written response is a minimum of one page <i>with double spacing using Times New Roman in 12-point font</i>	___ / 25

## **TESTING AND GRADING:**

- 40% Written assignments (one page response journals)
- 20% Online discussions
- 40% Final project

## **ADA Policy**

If you as a student qualify as a person with a disability as defined in Chapter 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), you are strongly encouraged to register through the accrediting affiliated college or university. As a student, it is your responsibility to present your accommodation letter to your instructor at the beginning of each semester.

## **Academic Integrity Statement**

Students are required to abide by the *Academic Integrity Policy*.

## **Course Credit Guidelines**

For a graduate three credit course, students are expected to receive a minimum of 135 hours of instruction and work outside of the class by the conclusion of the course.

6 Week online course - This course is a 3-credit course, which means that students are expected to do at least 22.5 hours of course-related work each week of the 6-week term. This includes work done completing assigned readings, studying for test and examinations, preparing written assignments, and other course-related tasks.

Class attendance is expected of all students up to and including the last day of scheduled classes in the semester. Students must plan accordingly.

## **TOPICAL TIMELINE**

### **Week One**

- Review Syllabus
- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Current theories on student behavior
  - Current theories on best instructional practices and strategies for responding to student behaviors

## **Required Reading**

Rappaport, N., & Minahan, J. (2012, October). Cracking the Behavior Code. *Educational Leadership*, 70(2), 18-25.

## **Other Assignments**

One page written response.

## **Week Two**

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Best instructional practices and strategies for responding to student behaviors
  - Dr. Charlie Applestein

## **Assignment**

Online Discussion

## **Week Three**

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Best instructional practices and strategies for responding to student social/emotional behaviors

## **Required Reading**

Wormeli, R. (2015, October). The Seven Habits of Highly Affective Teachers. *Educational Leadership*, 73(2), 10-15.

## **Other Assignments**

One page written response.

## **Week Four**

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Special needs' impact on student academic and social behaviors
  - Best instructional practices and strategies for supporting specific special needs' impact on academic and social behavior

## **Required Readings For Assignment**

Lavoie, R. (2007). Richard Lavoie: The Motivation Breakthrough. *PsycEXTRA Dataset*. doi:10.1037/e576212010-001

## **Other Assignments**

One page written response.

## **Week Five**

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Evaluation of student behavior
    - Informal observation
    - Anecdotal evidence
    - Special education evaluations

## **Assignment**

Online Discussion

## **Week Six**

- Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:
  - Interpretation of student behavior based upon deemed from evidence provided by informal observation, anecdotal evidence, and/or a special education evaluations.
  - Implementing best instructional practices and strategies deemed from evidence provided by informal observation, anecdotal evidence, and/or a special education evaluations

## **Assignments**

\* Syllabus is subject to change.

**TOPICAL OUTLINE**

Instructional Activity	Description of Activity	Time Spent
<p><b><u>Week One</u></b></p> <ul style="list-style-type: none"> <li>● Review Syllabus</li> <li>● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:               <ul style="list-style-type: none"> <li>○ Current theories on student behavior</li> <li>○ Current theories on best instructional practices and strategies for responding to student behaviors</li> </ul> </li> </ul> <p><b>Required Reading</b>            Rappaport, N., &amp; Minahan, J. (2012, October). Cracking the Behavior Code. Educational Leadership, 70(2), 18-25.</p> <p><b>Other Assignments</b>            One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b><u>Week Two</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:               <ul style="list-style-type: none"> <li>○ Best instructional practices and strategies for responding to student behaviors</li> <li>○ Dr. Charlie Applestein</li> </ul> </li> </ul> <p><b>Assignment</b>            Online Discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b><u>Week Three</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:               <ul style="list-style-type: none"> <li>○ Best instructional practices and strategies for responding to student social/emotional behaviors</li> </ul> </li> </ul> <p><b>Required Reading</b>            Wormeli, R. (2015, October). The Seven Habits of Highly Affective Teachers. Educational Leadership, 73(2), 10-15.</p> <p><b>Other Assignments</b>            One page written response.</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b><u>Week Four</u></b></p> <ul style="list-style-type: none"> <li>● Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites:               <ul style="list-style-type: none"> <li>○ Special needs' impact on student academic and social behaviors</li> <li>○ Best instructional practices and strategies for supporting specific special needs' impact on academic and social behavior</li> </ul> </li> </ul>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>

<p><b>Required Readings For Assignment</b> Lavoie, R. (2007). Richard Lavoie: The Motivation Breakthrough. PsycEXTRA Dataset. doi:10.1037/e576212010-001</p> <p><b>Other Assignments</b> One page written response.</p>		
<p><b>Week Five</b></p> <ul style="list-style-type: none"> <li>• Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> <li>○ Evaluation of student behavior <ul style="list-style-type: none"> <li>▪ Informal observation</li> <li>▪ Anecdotal evidence</li> <li>▪ Special education evaluations</li> </ul> </li> </ul> </li> </ul> <p><b>Assignment</b> Online Discussion</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
<p><b>Week Six</b></p> <ul style="list-style-type: none"> <li>• Topics Covered in Posted Lecture Notes, Articles, PowerPoint, and Websites: <ul style="list-style-type: none"> <li>○ Interpretation of student behavior based upon deemed from evidence provided by informal observation, anecdotal evidence, and/or a special education evaluations.</li> <li>○ Implementing best instructional practices and strategies deemed from evidence provided by informal observation, anecdotal evidence, and/or a special education evaluations</li> </ul> </li> </ul> <p><b>Assignments</b> Online Discussion Post Final Assignment: Written Response</p>	<p>Posted Lecture Notes, Articles, PowerPoint, and Websites, Discussion Board, Written Response</p>	<p>22.5</p>
		<p>Total 135 hours</p>

**NOTE TO PARTICIPANTS:** Only those that are qualified and trained to conduct and/or facilitate the FBA process should do so (e.g., school psychologists, behavior specialists, etc.). The goal of the Functional Behavioral Assessment is to determine the function of the problem behavior in order to develop more effective interventions and Behavior Intervention Plans. A Functional Analysis is a much more time intensive process in which antecedents and consequences are manipulated in an attempt to test hypotheses regarding problem behavior. *This course covers Functional Behavioral Assessment, not Functional Analysis.*