FAU

FLORIDA ATLANTIC UNIVERSITY

COURSE CHANGE REQUEST
Undergraduate Programs

Department Special Education

College Education

UUPC Approval 1/26/26
UFS Approval _____
SCNS Submittal _____
Confirmed _____
Banner Posted _____
Catalog _____

***Current* Course Prefix and Number**	EEX 4604	***Current* Course Title**	Positive Behavior Intervention & Supports for Special Educators

Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.

Change title to:

Change prefix

From: **To:**

Change course number

From: **To:**

Change credits*

From: **To:**

Change grading

From: **To:**

Change WAC/Gordon Rule status**

Add ☐ **Remove** ☐

Change General Education Requirements***

Add ☐ **Remove** ☐

*See Definition of a Credit Hour.

**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.

***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

This course provides an overview of strategies and techniques for organizing and managing classroom settings. Strategies and techniques include classroom arrangements for managing students, materials, time, and space. Emphasis is on working with large groups and multiple groups of students with diverse learning, behavioral, linguistic, and cultural characteristics.
This course requires ten (10) hours of field-based experience.

Change prerequisites/minimum grades to:

EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only

Change corequisites to:

Change registration controls to:

ESE major only

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	Summer 2026	**Terminate course? Effective Term/Year for Termination:**	

Faculty Contact/Email/Phone Lisa Finnegan/lfinnegan@fau.edu/561-297-3284

Approved by		***Date***
Department Chair	[signature]	12-1-25
College Curriculum Chair	[signature]	12/18/2025
College Dean	Charles Dukes	1/5/2026
UUPC Chair	Korey Sorge	1/26/26
Undergraduate Studies Dean	Dan Moeroff	1/26/26
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

EEX 4604
Positive Behavior Intervention and Supports for Special Educators

MWF 11:00 – 11:50
3 credits
Semester, Year
Prof. XXXXX YYYYY
Office: XXXXXX
Office hours: MWF 11-12
Classroom: XXXX
Telephone: 561-297-XXXX
Email: zzzzz@fau.edu

TA name	xxxxxx xxxxxxxxx
Office	xxxxxxxx
Office hours	MWF xx:xx – xx:xx
Telephone	561-297-xxxx
Email	xxxxxx@fau.edu

Course Description

This course provides an overview of strategies and techniques for organizing and managing classroom settings. Strategies and techniques include classroom arrangements for managing students, materials, time, and space. Emphasis is on working with large groups and multiple groups of students with diverse learning, behavioral, linguistic, and cultural characteristics.

This course requires ten (10) hours of field-based experience.

Instructional Method

This is a hybrid course with asynchronous content and in-person or virtual collaborative interactive sessions.

Prerequisites: EEX 2091 or equivalent, EEX 4050, EEX 4101, EEX 4751; ESE majors only

Corequisites:

Course Objectives/Student Learning Outcomes

Content Selection and Focus

In compliance with Florida Statutes Section 1000.05 and Rules 6A-5.066 and 6A-5.081, Florida Administrative Code, this course:

- *Emphasizes critical thinking, content mastery, and effective instructional strategies*

- *Focuses on research-based practices that promote student achievement*
- *Provides opportunities to develop professional competencies and pedagogical skills*

Instructional Materials Usage

Selected Content: *Course instruction will focus on textbook chapters, articles, and materials that directly support course objectives and professional preparation. Not all chapters or sections of assigned textbooks may be covered, as content selection is guided by:*

- *Alignment with Florida state standards and educator competencies*
- *Evidence-based research supporting effective teaching practices*
- *Professional relevance to classroom instruction and student success*
- *Compliance with state educational requirements*

Course Objectives / Learning Outcomes:

Our coursework is guided by the Florida Standards, the Interstate Teacher Assessment and Support Consortium (InTASC) Standards, the Council for Exceptional Children (CEC) Standards, and CAEP Accreditation Standards. Student competencies developed through these standards are measured and demonstrated through mastery of the Florida Educator Accomplished Practices, which represent the core knowledge, skills, and professional behaviors expected of effective Florida educators.

Teacher Candidates will demonstrate proficiency in applying skills and behaviors in effective teaching, management, and collaboration. Teacher Candidates must demonstrate the Florida Educator Accomplished Practices through observations, coursework and interactions with stakeholders.

By the end of the course, teacher candidates shall successfully demonstrate the competencies as outlined in the Florida Educator Accomplished Practices.

The FEAP are based upon and further describe the following four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in section 1003.42(3), F.S.

Effective educators apply these foundational principles through six practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

1. Instructional Design and Lesson Planning
2. The Learning Environment
3. Instructional Delivery and Facilitation
4. Assessment
5. Continuous Professional Improvement
6. Professional Responsibility and Ethical Conduct

This course complies with Rules 6A-5.066 and 6A-5.081, Florida Administrative Code. Course content and assessments focus on providing students with opportunities to think critically, master content knowledge, learn effective instructional strategies, and demonstrate teaching competence. All evaluation of student work is based solely on demonstrated skill and

performance. Course materials do not distort significant historical events, promote identity politics, or endorse theories that systemic racism, sexism, oppression, or privilege are inherent in U.S. institutions.

Expected outcomes based on the FEAPs

The Candidate:

- Organizes, allocates, and manages the resources of time, space, and attention (A.2.a)
- Manages individual and class behaviors through a well-planned management system (A.2.b)
- Conveys high expectations to all students (A.2.c)
- Maintains a climate of openness, inquiry, fairness and support (A.2.f)
- Adapts the learning environment to accommodate the differing needs of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A.2.h)
- Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A.2.j)
- Uses a variety of assessment tools to monitor student progress, achievement, and learning gains. (A.4.c)
- Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s). (A.4.e)
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. (B.1.d)
- Adheres to guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B.2.a)
- Adheres to the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B.2.b)

Note Regarding Florida ESOL Competencies
This course incorporates multiple language acquisition instructional strategies throughout its design and delivery. While these strategies are integrated into our coursework and classroom practices, they are not specifically identified in this syllabus because the Florida ESOL standards are currently undergoing revision. Students will receive guidance on appropriate language acquisition strategies during relevant course activities and discussions.

Course Evaluation Method

IRIS Modules and Case Studies (10% of course grade)
IRIS modules will be completed by reading, listening, and participating in the module content and responding to questions on the Module Assessment page. Assessment pages must be answered in complete sentences and uploaded to Canvas.
CASE STUDIES will represent a broad array of teacher and student behavioral interactions and situations. The student will respond to the scenarios presented in the case with a combination of

effective and culturally appropriate solutions from the text, case strategies, class and experiential background. Students will respond to the cases by responding to questions related to the specific strategies and interventions featured with each case category.

Application Activities (20% of course grade)

Students will complete collaborative activities and provide peer feedback to various topics in building a tiered classroom management plan.

Directed Observation & Other Supplemental Observation Activities: Directed Observation Activity (10% of course grade)

Directed Observation Worksheet Submit to Classroom Management Instructor (EEX 4604) & a copy in your notebook for your University Supervisor to review

Assignment: Observing the Teaching and Learning Process

Developing skills for conceptualizing what teachers do and why they do them comes only with practice. You early observation experiences have allowed you to look around classrooms, watch students and watch how teachers teach. As you prepare to teach lessons in your practicum setting, you will need to get an understanding of the classroom where you are teaching. By completing the following activities during the first few days of your practicum, you will have gained insight into how your cooperating teacher has organized the class, how s/he makes instructional decisions, and how s/he uses curriculum. Log your observations and responses to the topics below. The specific topics serve as guides. Add any other descriptive information you consider valuable to the observations.

1) Describe the physical aspects of the classroom

(A) Draw a sketch of the room

(B) Develop a seating plan and label with student names

2) How does the teacher use the room and materials in it?

A) How is the chalkboard used (e.g., instructional, memos, management, etc)?

B) How does the teacher use space in the room (e.g., small group areas, stations, etc)?

C) How does the teacher use visual aids (e.g., technology, cue cards, bulletin boards, etc)?

3) What materials does the teacher use for instruction?

4) Describe the classroom management and discipline plan.

5) Describe the cooperating teacher's approach and manner with students.

A) Personal Characteristics

B) Verbal Communication Skills

C) Non-verbal Communication Skills

6) What specific skills do you want to emulate?

7) Describe how the cooperating teacher presents a lesson.

A) Introduction or Focus

B) Method of Instruction or Presentation

C) Reinforcement Activities

D) Independent Activities

E) Summary or Closure Activities

8) What responsibilities beyond teaching does your cooperating teacher have?

9) Of all the things you have observed, which skills do you think will be easy for you to master?

10) Which will be more challenging?

Supplemental Observations

During the semester students will arrange to observe a variety of classroom management activities in their practicum classroom. Students will be required to note and reflect on four of these management activities, in addition to the Directed Observation. Students can select from the list below or may describe other types of activities related to the school day. The observation activity will be a narrative *description of an event observed during school hours, a reflection of the event, and a connection to the course content*.

Getting class started	Transition techniques
Giving feedback	Motivating students
Closure	Dealing with off task behavior
Substitute planning	Surprise! Fire Drill!
Dealing with disruptive behavior	Field trips
Dealing with cultural stereotypes	Collaborative or group activities

(Course Objective 1 & 3)

Quizzes (20% of course grade)

Quizzes on chapter and supplemental readings will be available to complete in Canvas each week.

Critical Assignment: Tiered Classroom management Plan (40% course grade)

Students will develop a classroom discipline plan that will be suitable for use in their future classrooms. The formalized classroom discipline plan will create an environment conducive to learning. Additionally, students will plan activities which will allow them to teach/explain the discipline plan to all members of the class. The plan, five to ten pages, should include the following elements:

- Statement of philosophy (education and discipline)
- Delineation of class rules and procedures, with explanation for students, parents, and administration.
- Delineation of classroom procedures to facilitate the classroom rules.
- Consequences for behavior (positive and negative)
- Description of how you will teach/explain this plan to the groups involved, including your attention to individuals from diverse cultural and linguistic backgrounds. (This can be done in several ways – formal lesson, games, role-plays, etc.)

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- Delineation of classroom procedures to facilitate the classroom rules.
- Consequences for behavior (positive and negative)
- **Description of how you will teach/explain this plan to the groups involved, including your attention to individuals from diverse cultural and linguistic backgrounds. (This can be done in several ways – formal lesson, games, role-plays, etc.)**

(Course Objective 1, 2, 3, 4, 5, 5, 6, 7. & 8)

Critical Assignments and Florida Educator Accomplished Practices

The Florida Department of Education has identified a set of Accomplished Practices that must be mastered in order to continue in the ESE Bachelor's Degree Program**. For this course, the Educator Accomplished Practices (EAP a.2.b** and **EAP a.2.a) will be measured by the Discipline Plan, which is the Critical Assignment.** Please read carefully the Department of Special Education policy on Critical Assignments.

Department of Special Education Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade in this course. In other words, a student cannot pass the course without successfully completing the critical assignment.

Remediation policy:

- **If a student is passing the course**, but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an "I" in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within one semester. **Upon successful completion of the resubmitted assignment,** the "I' will be changed to a grade for the course and the student may continue in the ESE sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed,** the grade for the course will be C- or below regardless of the total points earned in the course.
- **If a student is not passing the course,** and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

FIELD EXPERIENCE REQUIREMENT:

Students are required to complete a minimum of **10 observation hours in special education settings**. It is preferred that the observation be conducted in a classroom with students with varying disabilities. Each classroom observation visit must be for a **minimum of two hours at a time.** Students are required to keep a log documenting the observation experiences. Observation Log forms require the signature of the host teacher or the program director during each visit. Observation Logs are to be submitted along with the Observation Report. (See Appendix C for a copy of the Observation Log and the Student Observer Guide).

• Assignment	Point value	Percentage Weight
Reading Quizzes	60 pts	20%
IRIS Modules (6) & Case Studies (4)	50 pts	10%
Observation Activities (Directed & Supplemental	45 pts	10%
Application Activities (6)	60 pts	20%
Critical Assignment: Tiered Classroom management Plan	40 pts	40%
TOTALS	**255 pts**	**100%**

Course Grading Scale

Grade	Percentage (%)
A	93 – 100%
A-	90 – 92%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D+	67 – 69%
D	63 – 66%
D-	60 – 62%
F	0 – 59%

Policy on Makeup Tests, Late Work, and Incompletes (if applicable)

If you do not accept late work or apply penalties to late work, state so. Please note that students may not be penalized for absences due to participation in University-approved activities, including athletic or scholastics teams, musical and theatrical performances, and debate activities. Instructors must allow these students to make up missed work without any reduction in the student's final course grade. Reasonable accommodation must also be made for students participating in a religious observance. Also, note that grades of Incomplete ("I") are reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances. If your college has elaborated on this policy, state so here.

Special Course Requirements (if applicable)

State if any requirements are associated with the course, such as mandatory field trips or film viewings, special fees, or purchase of course-related materials.

Classroom Etiquette Policy (if applicable)

If you have a particular policy relating to student behavior in the class, such as relating to tardiness or on the use of electronic devices in the classroom, state so here. Recognizing the unique relationship between faculty and student and adhering to the principles of academic responsibility, any such policies must be reasonable, non-discriminatory and not impede the educational mission.

Policy on the Recording of Lectures (optional)

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

Attendance Policy

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Counseling and Psychological Services (CAPS) Center

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

Disability Policy

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Code of Academic Integrity

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation.

Watermark (Livetext) Assessment Tool Statement for Course

Students in this course are required by the College of Education to have an active Livetext account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast-track course. Students who do not have an active Livetext account may have an academic hold placed on their record. Information regarding account activation is provided on the college of education website: https://www.fau.edu/education/students/livetext/

Artificial Intelligence Preamble

FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the instructor of the class for a specific assignment. [Policy 12.16 Artificial Intelligence].

Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using generated content as-is.

If you are unclear about whether or not the use of AI is permitted, ask your instructor before starting the assignment.

Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001.

Proper Citation: If the use of AI is permitted for a specific assignment, then use of the AI tool must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit https://fau.edu/ai/citation

AI Flexible Policy:
The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines.

Required Texts/Readings

Scheuermann, B.K., Billingsley, G.M., & Hall, J.A. (2022) Positive behavioral supports for the classroom. 4th Ed. Pearson
ISBN-13: 9780135949016 OR etextbook ISBN-13: 9780135948859

This course utilizes textbooks and materials selected for their academic rigor and alignment with evidence-based educational practices. All assigned readings and materials support the development of professional competencies outlined in the Florida Educator Accomplished Practices (FEAPs) and course learning objectives.

Supplementary/Recommended Readings (if applicable)

Course Topical Outline

Week	Date	Topics Covered	Readings	Assignment

1	**Week of**	Introduction to Classroom Management • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 1: Introduction to Behavior Management and Positive Behavior Interventions and Supports* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz In-person session 8/24
2	**Week of**	Theoretical Models of behavior • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) Chapter 2: Theoretical Models to Explain Challenging Behavior • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz IRIS Module: Evidence-based practices Critical Assignment Component A
3	**Week of**	PBIS • Positive Behavioral Supports for		Chapter Quiz IRIS Module: Classroom Behavior Management

		the Classroom (Scheuermann, et al., 2022) *Chapter 3: Preventing Challenging Behavior Through Schoolwide Positive Behavior Intervention and Supports* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Critical Assignment Component B
4	**Week of**	Expectations and Procedures • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 4: Preventing Challenging Behavior Through Expectations and Procedures* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz Case Study 1: Establishing Norms & Expectations Critical Assignment Component C
5	**Week of**	Creating a Positive Learning Environment • Positive Behavioral Supports for the Classroom (Scheuermann,		Chapter Quiz Critical Assignment Component D In-person session 9/21

		et al., 2022) *Chapter 5: Preventing Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Directed Observation opens – will discuss in-person
6	**Week of**	Preventing Challenging Behavior using High-Quality Instruction • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 6 Preventing Challenging Behavior Through High-Quality Instruction* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz IRIS Module: Universal Design for Learning Case Study 2: Encouraging Appropriate Behavior Critical Assignment Component E
7	**Week of**	Behavior Observation • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022)		Chapter Quiz Case Study 3 Measuring Behavior

		Chapter 7: Preventing Challenging Behavior Through Behavioral Monitoring • Supplemental articles in Canvas • View PowerPoints, video lectures & supplemental videos		**Directed Observation Due**
8	**Week of**	Functional Behavior Assessment • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 8: Determining the Reasons for Challenging Behavior Through Functional Assessment* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz IRIS Module: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan Critical Assignment Component F
9	**Week of**	Social and Emotional Learning • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022)		Chapter Quiz Case Study 4 Defining Behavior Critical Assignment Component G

		Chapter 9 Providing Support Through Social Skills Instruction • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		
10	**Week of**	Reinforcement • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 10 Preventing Challenging Behavior Through Reinforcement: Introduction to Reinforcement* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz IRIS Module Addressing Challenging Behavior (Part 1 & 2) In-person session Oct 26
11	**Week of**	Reinforcement cont'd • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 11 Preventing Challenging Behavior Through Specific*		Chapter Quiz

		Reinforcement Applications • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		
12	**Week of**	Reductive Interventions • Positive Behavioral Supports for the Classroom (Scheuermann, et al., 2022) *Chapter 12: Managing Challenging Behaviors by Using Behavior Reductive Interventions* • Supplemental articles in Canvas View PowerPoints, video lectures & supplemental videos		Chapter Quiz Critical Assignment Component H
13	**Week of**	Presentations of Classroom management Plans • Finalize & edit Classroom Management Plan • Create presentation and upload Provide feedback		**Classroom Management Plan – all components**
14	**Week of**			Classroom Management Plan: Live Text submission

				Presentation of Classroom Management Plan In-person Session Nov 16

[2]This is a tentative schedule and serves only as an approximate guideline for course topic.