**Syllabus**

A 2 week self-paced online course

# Course Title: Positive Strategies for Behavioral Intervention

## Online/On Demand

**Instructor:** Perkins eLearning

**COURSE DESCRIPTION:**

**"Behavioral Intervention"** is made up of 2 modules, each containing video segments, readings, lectures, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

This tutorial uses the text *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities*, which is available from AFB Press.

**COMPLETION REQUIREMENTS:**

Students are expected to be familiar with all material presented in the tutorial, and to submit all assignments where indicated.

A structure is suggested for you through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

**EVALUATION OR GRADING POLICY:**

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and *all* requirements must be met to receive credits. There is no time limit to completing a Perkins Self-paced Tutorial. The lesson plan structure is suggested as the best approach to the material.

**TEXTS:**

Sacks and Zatta, Eds. *Keys to Educational Success:  Teaching Students with Visual Impairments and Multiple Disabilities*, AFB Press.

Additional required readings are provided through the learning platform. Additional suggested reading is optional.

**LEARNING OUTCOMES / OBJECTIVES:**

**Knowledge**: As a result of the learning experiences in the course, you will define:

* three key components of behavioral intervention based on behavioral analysis
* the four main functions of behavior as described by behavior analysts

direct and indirect behavior assessment

**Skill**: As a result of the learning experiences in the course, you will be able to:

* Describe ways in which data on behavior can be collected
* Describe the functions of challenging behavior

**Caring**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Describe strategies to prevent challenging behaviors
* Describe potential intervention strategies for each function of challenging behavior

**Ethical**: As a result of the learning experiences in the course, you will become more competent in your ability to:

* Individualize intervention strategies
* Describe how collaboration among team members supports behavioral interventions

**COURSE REQUIREMENTS**

The required assignments for this course are listed below. Please see the individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

Session 1: Assessment of challenging Behaviors

**Session Goals:**

Upon completion of this session, participants will:

* Identify and describe the three key components of behavioral intervention based on behavioral analysis
* Identify the four main functions of behavior as described by behavior analysts
* Describe direct and indirect behavior assessment
* Describe ways in which data on behavior can be collected

*Pre- and Post-Quizzes*

*Video:* Functional Behavioral Assessments and Positive Behavioral Interventions and Supports; Functional Behavior Assessment (FBA) Instructions; Positive Behavior Supports

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016, Pages 451-459

Evidence-Based Practices for Improving Challenging Behaviors of Students With Severe Disabilities

Behavioral Issues in Children with Visual Impairments and Blindness: A Guide for Parents

*Assignment:*  Analyze your school or district’s assessment form for behavior analysis

**Session 2: Designing Individual Interventions**

**Session Goals:**

Upon completion of this session, the participant will be able to:

* Describe the functions of challenging behavior
* Describe potential intervention strategies for each function of challenging behavior
* Define and describe antecedent interventions
* Describe strategies to prevent challenging behaviors
* Describe the development of a behavioral intervention plan

*Pre- and Post-Quizzes*

*Video:* PBIS: Positive Behavioral Interventions and Supports; Challenging Behavior in Young Children

*Lecture:*  Recorded lecture and presentation slides

*Reading:* Sacks, S.Z. & Zatta, M. C., Eds. *Keys to Educational Success: Teaching Students with Visual Impairments and Multiple Disabilities.* New York, AFB Press, 2016 ,Pages 459- 484

What is Positive Behavior Support?

Positive Behavior Supports for Students with Multiple Disabilities/Deaf-Blindness

*Assignment:* Describe the process of behavioral analysis in your school/district-Identify your school/district.