



Urban Special Education Leadership Collaborative

Course Syllabus

School-wide Behavior Support Systems: Design and Implementation *An Online Professional Development Course*

Instructor:

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Course Description:

While school discipline has traditionally been driven by attention to specific children with problem behaviors, this has proven to be an inefficient and ineffective method for reducing problem behavior since it is typically reactive and relies primarily on punitive measures. Proactive school-wide systems of support are now being employed as a strategy to teach and support appropriate behaviors in a way that establishes a culture of competence within schools. When a culture of competence is established the students are more likely to support appropriate behavior and discourage inappropriate behavior by their peers. Furthermore, the teachers in schools using school-wide systems of support find themselves establishing and maintaining a positive relationship with the entire student body, rather than continually trying to control the problem behaviors of individual students.

Usually one of the priorities parents, educators, and community leaders agree is essential for school improvement is discipline. Discipline can be defined as "the steps or actions, teachers, administrators, parents, and students follow to enhance student academic and social behavior success". As such, discipline is conceived as an instrument for success for all teachers, all students, and all settings. Current educational research suggests that discipline policies that use punishment by itself are ineffective in achieving long-term suppression of problem behavior and enhancement of pro-social behavior.

Instead of using a patchwork of reactive behavioral intervention plans, schools can employ a school-wide discipline systems that address the entire school, the classroom, areas outside the classroom (such as hallways, restrooms), and the individual student with challenging behavior. This school-wide approach will result in a continuum of positive behavior support for all students



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Schools that have been successful in implementing school-wide behavioral supports describe the following benefits: a) increases in attendance, b) students self-reports of a more positive and calm environment, c) teacher reports of a more positive and calm environment d) reduction in the proportion of students who engage in behavioral disruptions, and e) reduction in the number of behavioral disruptions.

A School-wide systems of discipline and behavioral support will support initiatives to create school environments in which (a) learning and teaching are valued, and aggressive, unsafe behavior are discouraged; (b) respect, responsibility, cooperation, and other highly valued character traits are taught and encouraged; (c) individual differences are valued and respected rather than criticized; (d) the education of students with disabilities can be supported to more effectively and efficiently; and (e) the teaching fundamental skills (e.g., reading, math) can be maximized.

A body of knowledge exists that can help us facilitate learning and social development and prevent the growth of problems in schools. This course will integrate this body of knowledge to practices and strategies for school-wide behavior support plans

This course will cover the principles and concepts that provide basic understanding for educational practice and the helping professional in terms of support pro-social behaviors in schools. Emphasis will be placed on employing and evaluating empirically supported practices in applied settings.

Students are encouraged to be actively engaged in an applied setting where they will have opportunities to work with a preschool, elementary, middle, or high school.

Activities will include assisting schools;

- a) Determine the school-wide behavioral expectations.
- b) Transforming those expectations in teachable acknowledgeable, and observable behaviors.
- c) Developing a system for acknowledging students who demonstrate the school-wide expectations.
- d) Identify and make recommendations for how problem behaviors will be addressed, including defining the difference between teacher and administrator managed behaviors.
- e) Design and implement a system for analyzing school archival records in order to determine, where, when, and what are the most common behavioral concerns.



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Course Objectives:

1. Explore an array of effective strategies available in the areas of school-wide behavior support.
2. Instill hope that as a professional, you can facilitate healthy development and prevent problems at a variety of levels from an individual student to an entire school.
3. Provide practical skills for developing and maintaining a positive learning environment.

Required Supplemental Reading Materials:

Articles

OVERVIEW OF SCHOOL-WIDE BEHAVIOR SUPPORT

Todd, A. W., Horner, R. H., Sugai, G., & Sprague, J. R. (1999). Effective behavior support: Strengthening school-wide systems through a team-based approach. *Effective School Practices*, 17(4), 23-27.

Lewis, T. J., & Sugai, G. (1999). Effective Behavior Support: A Systems Approach to Proactive School-wide Management. *Focus on Exceptional Children*, 31(6), 1-24.

SELECTING, DEFINING, AND TEACHING BEHAVIORAL EXPECTATIONS

Horner, R. H., Sugai, G., Lewis-Palmer, T., & Todd, A. W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional and Behavioral Disorders in Youth*, 1(4), 77-79, 93-96.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112.

Todd, A., Haugen, L., Anderson, K., & Spriggs, M. (2002). Teaching recess: Low-cost efforts producing effective results. *Journal of Positive Behavior Interventions*, 4 (1), 46-52.

MONITORING STUDENT BEHAVIOR

Colvin, G., Sugai, G., Good, R. H., III, & Lee, Y. (1997). Using active supervision and precorrection to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12, 344-363.

USING DATA TO MAKE DECISIONS

Tobin, T., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. *Journal of Emotional and Behavioral Disorders*, 4(2), 82-94.



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Tobin, T. J., & Sugai, G. M. (1999b). Using sixth-grade school records to predict violence, chronic discipline problems, and high school outcomes. *Journal of Emotional and Behavioral Disorders*, 7<(1), 40-53.

Horner, R. H., Sugai, G., & Todd, A. W. (2001). "Data" need not be a four-letter word: Using data to improve schoolwide discipline. *Beyond Behavior: A Magazine for Exploring Behavior in Our Schools* 11(1), 20-26.

Note: Reading packet with above articles will be sent upon *paid* course registration.

Book

Title: Safe, Supportive, and Successful Schools Step by Step
Authors: David Osher, Kevin Dwyer, & Stephanie Jackson
Publisher: Sopris West

Note: This book needs to be purchased or checked out from a library by each student. You will need this book in order to complete some of your assignments. The book cost \$49.00 new and can be ordered online from among the following sources:

<http://www.sopriswest.com>

<http://www.amazon.com>

Course Structure:

Typically, the class will consist of (a) assigned readings, (b) structured activities, and (c) critical writing assignments.

Students will be presented course content through readings, lectures, discussions, and practice activities. It will be the student's responsibility to participate in these activities and provide the instructor with information that indicates an understanding and mastery of course content.

It will be the instructor's responsibility to:

- a) Facilitate & contribute to online discussions,
- b) Review student performance.
- c) Provide feedback that enables students to meet course objectives.

Please note: It is expected that you will have read all discussion articles for each scheduled online discussion.



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Course Participation:

Students are expected to participate in all class activities and discussions. Students are expected to come to class thoroughly prepared. Thoroughly prepared is defined as:

1. Having read the assigned readings sufficiently to:
 - a. Discuss ideas, concepts, issues, and practices from the readings
 - b. Relate current information to that previously read or discussed.
 - c. Apply information to problem situations.
2. Formulating and presenting questions when information from readings and presentations are unclear.

Reaction Papers:

Two reaction papers are required. It is expected that students will integrate information from readings, activities, and online discussions. The papers should demonstrate clarity of thinking through the use of course information to support opinions. Students are encouraged to relate professional experiences to course content. The papers should be NO MORE than 2 pages in length.

Papers MUST be typed using 12 point font and double-spaced. Formated using MS Word.

The papers are due ON OR BEFORE assigned dates. Late papers will not receive feedback from instructor and may not receive credit for course.

Activities:

Each of the six parts of the course will have an activities. Activities will be described in the syllabus under each of the six parts of the syllabus. It is the students responsibility to complete each activity and submit a written summary of the activity as requested in the “digital drop box”.

Online Discussions:

There will be an online discussion that will be change for each of the six parts of the course. At the beginning of each part a new discussion topic will be posted. It is expected that each member of the course will contribute a response to the online discussion posted by the instructor.



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General Considerations:

1. "REGULAR CONTRIBUTION" is required for all scheduled ONLINE DISCUSSIONS. Online discussions will cover a period of time typically 2 weeks allowing students to log-in at a time during that period that works with their personal and professional schedule. The student is responsible for information covered in assigned readings, handouts, discussions, and activities. Contribution to online discussions is stressed because students will have opportunities to improve their knowledge base through discussions of critical topics and issues.
2. Like the instructor, students are expected to be THOROUGHLY PREPARED. "Thoroughly prepared" is defined as having read the readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous online discussions or readings. It also implies that students have reviewed information from previous readings and class meetings. It will be the students' responsibility to prepare questions when information from readings or online discussions is unclear.
3. Students must contact the instructor in case of illness or emergencies that would preclude them completing assignments as scheduled. Absences will only be excused when a student presents verification from a physician
4. All assignments must be submitted AT OR BEFORE THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date may be returned ungraded or may be assigned a lower grade. Prior notification is required for excused assignments.
5. ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (4th ed.) (1994). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned ungraded or assigned a lower grade.
6. DO YOUR OWN WORK. To plagiarize is "to steal and pass off as one's own the ideas or words of another" (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, the student will receive a "0" or "NP" on that activity AND may be given a "NP" grade for the course AND may be suspended or expelled from the university.



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PART ONE October 18, 2004 to November 5, 2004

Objective: How to select school-wide behavioral expectations that create a positive learning environment.

Assigned Readings:

OVERVIEW OF SCHOOL-WIDE BEHAVIOR SUPPORT

Todd, A. W., Horner, R. H., Sugai, G., & Sprague, J. R. (1999). Effective behavior support: Strengthening school-wide systems through a team-based approach. *Effective School Practices*, 17(4), 23-27.

Lewis, T. J., & Sugai, G. (1999). Effective Behavior Support: A Systems Approach to Proactive School-wide Management. *Focus on Exceptional Children*, 31(6), 1-24.

Activity:

1. Select a school and identify their school-wide expectations.
 - a. Interview 10 students and ask them what the school-wide expectations are. Did they identify the same expectations?
 - b. Interview 10 staff and ask them what the school-wide expectations are. Did they identify the same expectations?
 - c. Interview an administrator and ask them what the school-wide expectations are. Did they identify the same expectations?
 - d. Where the expectations identified typically positive or negative stately? What percent were positive vs. negative?
2. If the school does NOT have a small number of positively stated expectations, identify 3 to 5 expectations that would meet the objectives of their mission statement. If the school does have a small number of positively stated expectations please state what they are?

Online Discussion: To be posted on October 18, 2004



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PART TWO November 6, 2004 to November 20, 2004

Objective: How to transforming school-wide expectations into teachable acknowledgeable, and observable behaviors.

Assigned Readings:

SELECTING, DEFINING, AND TEACHING BEHAVIORAL EXPECTATIONS

Horner, R. H., Sugai, G., Lewis-Palmer, T., & Todd, A. W. (2001). Teaching school-wide behavioral expectations. *Report on Emotional and Behavioral Disorders in Youth*, 1(4), 77-79, 93-96.

Taylor-Greene, S., Brown, D., Nelson, L., Longton, J., Gassman, T., Cohen, J., Swartz, J., Horner, R. H., Sugai, G., & Hall, S. (1997). School-wide behavioral support: Starting the year off right. *Journal of Behavioral Education*, 7, 99-112.

Todd, A., Haugen, L., Anderson, K., & Spriggs, M. (2002). Teaching recess: Low-cost efforts producing effective results. *Journal of Positive Behavior Interventions*, 4 (1), 46-52.

Activity:

Reaction 1 Due before online discussion schedule to begin on November 20, 2004

Please provide a 2 page typed reaction to the assigned readings and activities. You might want to focus on how clear and effective the school-wide expectations were from the school you evaluated.

Online Discussion: To be posted on November 6, 2004



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PART THREE November 21, 2004 to December 4, 2004

Objective: Developing a system for acknowledging students who demonstrate the school-wide expectations.

Assigned Readings:

MONITORING STUDENT BEHAVIOR

Colvin, G., Sugai, G., Good, R. H., III, & Lee, Y. (1997). Using active supervision and pre-correction to improve transition behaviors in an elementary school. *School Psychology Quarterly*, 12, 344-363.

Activity:

1. Please describe the acknowledgement system used a school that you work with. Are there opportunities for all students to be acknowledged?
2. How frequently are students acknowledged for meeting the school-wide behavioral expectations?
3. Interview 10 anonymous students and ask them when the last time an adult in the building acknowledged them for doing a “good job”. Average the amount of time stated by the group of students. If someone responds never, please provide the median as opposed to the mean.

Online Discussion: To be posted on November 21, 2004



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PART FOUR **December 5, 2004 to December 20, 2004**

Objective: Developing a system for acknowledging students who demonstrate the school-wide expectations.

Assigned Readings:

USING DATA TO MAKE DECISIONS Part I

Tobin, T., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. *Journal of Emotional and Behavioral Disorders*, 4(2), 82-94.

Tobin, T. J., & Sugai, G. M. (1999b). Using sixth-grade school records to predict violence, chronic discipline problems, and high school outcomes. *Journal of Emotional and Behavioral Disorders*, 7(1), 40-53.

Horner, R. H., Sugai, G., & Todd, A. W. (2001). "Data" need not be a four-letter word: Using data to improve schoolwide discipline. *Beyond Behavior: A Magazine for Exploring Behavior in Our Schools* 11(1), 20-26.

Activity:

Reaction 2 Due before online discussion schedule to begin on December 20, 2004 Please provide a 2 page typed reaction to the assigned readings, course discussions, and activities. You might want to focus on what data is typically used by schools to make ongoing decisions regarding school improvement.

Online Discussion: To be posted on December 5, 2004



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PART FIVE December 21, 2004 to January 4, 2005

Objective: Design and implement a system for analyzing school archival records in order to determine, where, when, and what are the most common behavioral concerns.

Assigned Readings:

USING DATA TO MAKE DECISIONS Part II (continued)

Tobin, T., Sugai, G., & Colvin, G. (1996). Patterns in middle school discipline records. *Journal of Emotional and Behavioral Disorders*, 4(2), 82-94.

Tobin, T. J., & Sugai, G. M. (1999b). Using sixth-grade school records to predict violence, chronic discipline problems, and high school outcomes. *Journal of Emotional and Behavioral Disorders*, 7<(1), 40-53.

Horner, R. H., Sugai, G., & Todd, A. W. (2001). "Data" need not be a four-letter word: Using data to improve schoolwide discipline. *Beyond Behavior: A Magazine for Exploring Behavior in Our Schools* 11(1), 20-26.

Note: Be sure to purchase the book "Safe, Supportive, and Successful Schools Step by Step". Information on ordering can be found under Part 6 of the syllabus.

Activity:

1. Interview 5 students and ask them where, excluding the classroom, other students are most likely to be engaging in behavior that are prohibited. What are those behaviors?
2. Interview 5 staff and ask them where, excluding the classroom, students are most likely to be engaging in behavior that are prohibited. What are those behaviors?
3. Interview an administrator and ask them where, excluding the classroom, students are most likely to be engaging in behavior that are prohibited. What are those behaviors?
4. Write a summary of what you found after your interviews. Did, students, staff, and administrators identify the same locations and behaviors? If not, why not?

Online Resource: <http://www.swis.org>

Online Discussion: To be posted on December 21, 2004



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PART SIX January 6, 2005 to January 21, 2005

Objective: To be able to evaluate school-wide support programs and determine what if any empirical support they have.

Assigned Readings:

Title: Safe, Supportive, and Successful Schools Step by Step
Authors: David Osher, Kevin Dwyer, & Stephanie Jackson
Publisher: Sopris West

Note: This book needs to be purchased or checked out from a library by each student. You will need this book in order to complete some of your assignments. The book cost \$49.00 new and can be ordered online from among the following sources:

<http://www.sopriswest.com>

<http://www.amazon.com>

Activity:

Read the book “Safe, Supportive, and Successful Schools Step by Step” and select one of the interventions listed in the book to evaluate.

1. Please describe what age level the intervention you selected is appropriate for.
2. When would a school considering using this intervention.
3. What empirical support does the program you selected have? Has it been studied in an urban setting? If not how likely do think it is that it would work in an urban setting.

