

Kansas Institute for Positive Behavior Support

2010-2011 Course Syllabus

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This course is composed of both online instruction activities and regional classes. There are several course requirements, and these are outlined below.

Attached you will find a course syllabus schedule that outlines the various topics the course will cover. In relation to each topic, the schedule also lists the due dates for required readings and online homework assignment, as well as a general timeline for completion of Case Study activities.

Course Requirements

Online Requirements (*)

Online requirements include (1) reading of modules and (2) submitting the online homework assignments.

KIPBS Website: <http://kipbs.org>
KIPBS Modules: <http://kipbsmodules.org>
If you need assistance when accessing the online component of the course, please contact: Pat Kimbrough (785) 864-4096 or James Letcher (785) 864-0524
E-mail: kipbs@ku.edu

(*) If you are auditing the class, you are expected to read the online modules and required readings. Auditors are exempt from the assessment and reflective activities.

Module Reading (*)

The online course consists of ten online modules. Each module (except for Module 10) is composed of three sections that cover important topic areas. Each section is broken into smaller parts called lessons. You will be expected to complete each module section as outlined the course syllabus schedule.

As you proceed through the online modules, you will come across something labeled “reflective activity” and something called “assessment.” These are your online homework assignments.

Online Homework Assignments (*)

Each type of online homework assignment has a different purpose:

- **Reflective Activities** appear at the end of each lesson, in each module section. You have a chance to see an exemplary answer after submitting your response via email. The purpose of a reflective activity is to demonstrate your understanding of the content (example: List the functions maintaining Tom’s behavior described in the supplemental reading).
- **Assessments** appear at the end of each module section, as well as on the module home page. Assessments are written as open-ended questions (example: What is a functional behavioral assessment and how is it related to designing positive behavior support plans?). You have a chance to see an exemplary answer after sending your response in via email.

The purpose of the reflective activities and assessments is to provide opportunities to study for the mid-term and final-course exams. The reflective activities and the assessments each have a total of ten points that can be earned.

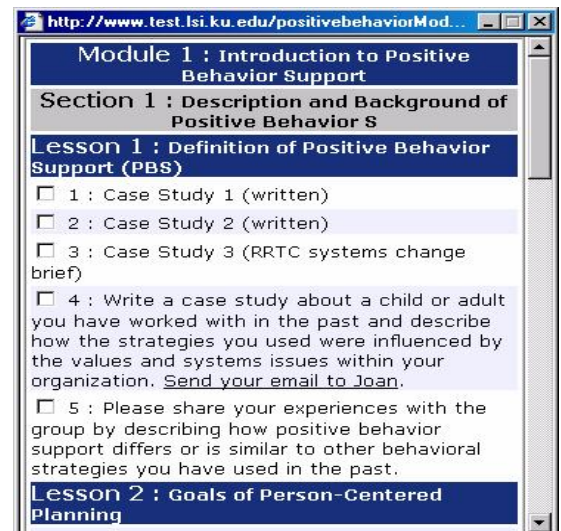
You will be expected to turn in the online homework assignments each week to the Online Instructor as outlined in the course syllabus schedule. You will be able to check your feedback and scores from the Online Instructor by clicking on the “View Grades” link on the blue navigational bar in the modules.

Online Progress Tracking

There is an opportunity for you to keep track of your progress at the end of every lesson “**(Click here to keep track of your progress” link)**.

When you click on the link that says “**(Click here to keep track of your progress.)**,” you will see the pop up box shown at the right. →

To keep track of your progress, **you must remember to click on the save button** (not shown in this example) located on the bottom of the page.



The information will be stored for you to retrieve as you work through each part of the module.

Reading Requirements (*)

In addition to reading through the modules, you will be required to read additional materials, as outlined on the modules and on the course syllabus schedule. It is expected that these readings be completed by the dates outlined on the course syllabus schedule.

The required reading list is included below:

Module #	Reading
1	Kayser, Anne T. (2002). A mother's perspective on developing and implementing behavior support plans. In J. M. Lucyshyn, G. Dunlap, & R. W. Albin (Eds.), <i>Families and positive behavior support: Addressing problem behavior in family contexts</i> (pp. 93-96). Baltimore, MD: Paul H. Brookes.
1 (4)	Anderson, C.M., Bahl, A.B., & Kincaid, D. (1999). A person-centered approach to providing support to an adolescent with a history of parental abuse. In J. Scotti & L. Meyer (Eds.), <i>Behavioral intervention: Principles, models and practices</i> (pp. 385-396). Baltimore, MD: Paul H. Brookes.
2 (7)	Alberto, P. & Troutman, A. (2006). Differential Reinforcement: Antecedent Control and Shaping. In P.A. Alberto & A.C. Troutman, <i>Applied behavior analysis for teachers (7th ed.)</i> . Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
3	Creating single-subject design graphs with Microsoft Excel™ 2000 – KIPBS Handout.
3	Graphing in Excel on Mac.
3	Carr, J.E., & Burkholder, E.O. (1998). Creating single-subject design graphs with Microsoft Excel™. <i>Journal of Applied Behavior Analysis</i> , 31 245-251
3	Dixon, M.R., Jackson, J.W., Small, S.L., Horner-King, M.J., Lik, N., Garcia, Y., & Rosales, R. (2009). Creating single-subject design graphs in Microsoft Excel™ 2007. <i>Journal of Applied Behavior Analysis</i> , 42(2), 277-293.
4 (1)	Anderson, C.M., Bahl, A.B., & Kincaid, D. (1999). A person-centered approach to providing support to an adolescent with a history of parental abuse. In J. Scotti & L. Meyer (Eds.), <i>Behavioral intervention: Principles, models and practices</i> (pp. 385-396). Baltimore, MD: Paul H. Brookes.
5 & 6	Horner, R. H., Albin, R. W., Sprague, J. R., & Todd, A. W. (2000). Positive behavior support. In M. E. Snell & F. Brown (Eds.), <i>Instruction of students with severe disabilities</i> (pp. 207-243). Upper Saddle River, NJ: Merrill.
7 (2)	Miranda, P., MacGregor, T., & Kelly-Keough, S. (2002). Teaching communication skills for behavioral support in the context of family life. In J. M. Lucyshyn, G. Dunlap, & R. W. Albin (Eds.), <i>Families and Positive Behavior Support</i> (pp. 185-207), Baltimore: Paul H. Brookes Publishing Co.
7	Alberto, P., & Troutman, A. (2006). Differential Reinforcement: Antecedent Control and Shaping. In P.A. Alberto & A.C. Troutman, <i>Applied behavior analysis for teachers (7th Ed.)</i> . Upper Saddle River, NJ: Person Merrill Prentice Hall.
8	Kennedy, C. H., & Thompson, T. (2000). Health conditions contributing to

	problem behavior among people with mental retardation and developmental disabilities. In M. L. Wehmeyer, & J. R. Patton, (Eds.), <i>Mental retardation in the 21st century</i> (pp. 211-231). Austin, TX: Pro-Ed.
9 Suggested Reading	Durand, V.M., Hieneman, M., Clarke, S., & Zona, M. (2009). Optimistic Parenting: Hope and Help for Parents With Challenging Children. In W. Sailor, G. Dunlap, G. Sugai & R.H. Horner (Eds.), <i>Issues in Clinical Child Psychology: Handbook of Positive Behavior Support</i> (pp.233-256). NY: Springer.
9 Suggested Reading	Flannery, B., Newton, S., Homer, R., Slovic, R., Blumberg, R., & Ard, W. K. (2000). The impact of person centered planning on the content and organization of individual supports. <i>Career Development for Exceptional Individuals</i> , 23(2), 123-137.
9 Suggested Reading	Holburn, S., Jacobson, J. W., Vietze, P. M., Schwartz, A. A., & Sersen, E. (2000). Quantifying the process and outcomes of person-centered planning. <i>American Journal on Mental Retardation</i> , 105(5), 402-416.
9 Suggested Reading	Hughes, C., Rodi, M.S., & Lorden, S.W. (2000). Social Interaction in High School and Supported Employment Settings. In Thompson, T., Felce, D., & Symons, F. J. (Eds.). <i>Behavioral observation: Technology and applications in developmental disabilities</i> . (pp.253-269). Baltimore: Paul H. Brookes.
9 Suggested Reading	Lucyshyn, J.M., Olson, D.L., & Horner, R.H. (1999). Building Ecology of Support for a Young Woman with Severe Problem Behaviors Living in the Community. In J.R. Scotti & L.H. Meyer (Eds.), <i>Behavioral Intervention: Principles, Models, and Practices</i> (pp.269-289). Baltimore: Paul H. Brookes Publishing Co.
9 Suggested Reading	Sugai, G., & Horner, R.H. (2009). Defining and Describing Schoolwide Positive Behavior Support. In W. Sailor, G. Dunlap, G. Sugai & R.H. Horner (Eds.), <i>Issues in Clinical Child Psychology: Handbook of Positive Behavior Support</i> (pp.307-326). NY: Springer.
9 Suggested Reading	Vaughn, B.J., Clarke, S., & Dunlap, G. (1997). Assessment-Based Intervention for Severe Behavior Problem in a Natural Family Context. In W. Sailor, G. Dunlap, G. Sugai & R.H. Horner (Eds.), <i>Journal of Applied Behavior Analysis</i> , 30(4), 713-716.

On-site Class Requirements (*)

Class Attendance

Attendance at every onsite class is mandatory, as large amounts of information will be covered in each session. Please be prepared to attend all class sessions. If you cannot attend your class, make arrangements to meet at a later date with your instructor. If you miss more than one class, corrective action will be taken by the Assistant Director/Training Coordinator.

Field-Based Activities

Field-based activities are onsite class activities. These activities are intended to help you apply the content you are learning about in the modules to real situations you encounter in your job.

Although some field-based activities represent general applied content from the modules, other field-based activities are related to case study application. As such, while the modules need to be read, and related homework submitted by the syllabus due date, field-based activities will be covered in the order that appears to be most beneficial for the entire class. At the end of each class, your instructor will let you know which field-based activities will be covered in the next class, and how to prepare for them.

In general, you should prepare for your onsite class with your designated instructor by reading through the field-based activity section in the online modules and by performing the suggested tasks before class. Please note that field-based activities involve homework that you need to prepare and bring to your onsite class. Completion of this homework is mandatory. If you come to class unprepared, this will be considered the same as missing class.

You will receive feedback from your instructor on the quality of your assignments, and on your participation during onsite classes. Participation in class and completion of field-based activity homework is mandatory. As stated above, if you come to class unprepared, your instructor will consider this the same as missing class. Your instructor will assign you a grade of pass or fail on each field-based activity completed in class.

Each student will be given access to their own Online Gradebook so that they can monitor their progress and view their own grades. Instructions on accessing your gradebook will be reviewed at the Module 2 Onsite Class.

(If you are auditing the class, you are expected to attend class and complete the field-based activities.*

Course Exam Requirement (*)

There are two course exams that will be given to assess your knowledge of the course material, a Mid-Course Examination that will take place in August, and a Final Course Examination that will take place in February. Both exams will be posted online and will involve short answer questions.

(If you are auditing the class, you are exempt from the course exam requirement.*

Systems Change/ Organization-wide Planning Project Requirement

You will be guided to develop a systems change project with the organization that you are working with. This plan must be written with enough details to clearly outline the people, activities, and timelines for the project. Examples of systems change demonstrations include:

- Create a staff development strategy for an organization to implement.
- Assist an organization to utilize data to make decisions.
- Design a strategy for increasing the number of staff within an organization who can facilitate PBS and PCP by developing a systematic mentoring project.
- Develop and implement a plan for conducting awareness-level PBS presentations throughout a region.
- Work with administrative leaders to create a planning team to focus on specific environmental or systems issues that are related to problem behavior (for instance, redesigning an environment that does not promote choice making, independent living, high quality of life, enriched activities).

Mentoring Observations Requirement (*)

As you work through your first case study, you will be required to submit specific materials for approval, and schedule onsite observations at specific points. It is your responsibility to submit these materials and schedule these observations with the Mentoring Coordinator. In order to successfully complete the mentoring observation requirement, you will need to meet all criteria outlined and have your observation sheet signed off on.

(*) If you are auditing the class, you are expected to fulfill the mentoring requirement.

Course Grading

You will be graded on the completion of four major tasks:

- Online Homework: pass/fail (15% of your grade)
- Onsite Field Based Participation: pass/fail (30% of your grade)
- Course Exams (2): achieve a score of at least 80% (20% of your grade)
- Case Study Report: achieve a score of at least 80% (35% of your grade)

Graduation

In addition, to the course grading described above, you will be expected to submit:

- Your completed Systems Change/ Organization-wide Planning Project,
- Your completed KIPBS Student Mentor Observation Log form, stating that you have met criteria on all mentoring observations, signed by the appropriate individuals, and

Billing

Before being approved for reimbursement (i.e. begin billing for services), you will need to:

- Successfully complete the course requirements described above
- Submit a second complete case study report to your instructor
- Achieve a score of at least 80% on the second case study report, and
- Complete all the above requirements by July 31, 2011

Syllabus Timeline

A timeline has been developed and included to assist you in managing the course requirements.

SYLLABUS TIMELINE 2010-2011		
✓	ACTIVITY	COMPLETE BY:
	Review Module Navigation Webinar	March 25, 2010
	Complete Orientation call with KIPBS instructor	March 25, 2010
MODULE 1: Introduction to Positive Behavior Support (PBS) & Person-Centered Planning (PCP)		
	Preview MODULE 1	April 2, 2010
	KICK-OFF CELEBRATION	April 2, 2010
	Sign Consent Forms	April 2, 2010
	Submit Module 1 Assessment & Reflective Activities	April 9, 2010
MODULE 2: Introduction to Applied Behavior Analysis		
	Submit Module 2 Assessment & Reflective Activities	April 23, 2010
	Complete Case Study 1 Approval Form w/ Instructor	On-site Class 1
	Review Mandatory Case Study Checklist w/ Instructor	On-site Class 1
	Review Pre-Involvement Form	On-site Class 1
MODULE 3: Measurement & Design		
	Submit Module 3 Assessment & Reflective Activities	May 21, 2010
	Complete PBS Intro Activity Worksheet & send to instructor; Come to class prepared to present PBS Presentation materials	On-site Class 2
	Review & Update Mandatory Case Study Checklist	On-site Class 2
	Review Case Study Informed Consent Form	On-Site Class 2

	Review Tools CD	On-site Class 2
	Review Mentoring System	On-site Class 2/3
	Prepare Operational definitions for class (Field-Based Act. 2)	On-site Class 2/3
	Complete Excel graphing activity – Bring computer to class	On-site Class 2/3
	Access On-line grades	May 28, 2010
MODULE 4: Person-Centered Planning		
	Submit Module 4 Assessment & Reflective Activities	June 18, 2010
	Prepare PCP for yourself and come to class prepared to share	On-site Class 3
	Review Tools CD	On-site Class 4
	Submit Pre-involvement Form & related documents	On-site Class 4
	Review & Update Mandatory Case Study Checklist w/instructor (You must have Mandt training in order to begin Case Study.)	On-site Class 4
	Facilitate Case Study team meeting: <ul style="list-style-type: none"> • Introduce PBS • Explain Case study process & Obtain signed consent • Schedule Person Centered Planning Meeting (MENTOR) 	July 23, 2010
	Complete Mid-Term & Submit (Exam includes Modules 1-4)	August 13, 2010
MODULE 5: Functional Behavioral Assessment		
	Submit Module 5 Assessment & Reflective Activities	August 27, 2010
	ATTEND MID-TERM CELEBRATION	September 10, 2010
	Conduct PCP meeting with Case Study 1 Team (MENTOR)	September 10, 2010
	IDENTIFY CASE STUDY 2 & BEGIN PROCESS	September 10, 2010
MODULE 6: Designing Positive Behavior Support Plans		
	Submit Module 6 Assessment & Reflective Activities	September 17, 2010
	Develop Operational Definitions & Data Sheets; Submit to instructor for approval	On-Site Class 5
	Conduct data collection training with caretakers for Case Study 1	September 24, 2010
	Conduct 3 Direct Observations	October 8, 2010
MODULE 7: Interventions		
	Submit Module 7 Assessment & Reflective Activities	October 15, 2010
	Conduct Reliability of Data Collection Method (MENTOR)	October 15, 2010
	Review Tools CD <ul style="list-style-type: none"> • Competing Behavior Diagram and PBS Planning Tool • PCP Consumer Satisfaction Survey • Contextual Fit Survey • Quality of Life Survey 	On-site Classes 5 & 6
	Develop Competing Behavior Diagram for Case study	On-site Class 5&6
	Review & Update Mandatory Case Study Checklist w/instructor	On-site Class 5&6
	Meet w/ Case Study Team to: <ul style="list-style-type: none"> • Review assessment information • Complete Competing Behavior Diagram • Brainstorm function-based interventions • Decide which interventions to implement • Continue to collect baseline data • Schedule intervention training meeting (MENTOR) 	November 12, 2010
	Submit Part 1 of Case Study Report to instructor	November 29, 2010
MODULE 8: Emotional & Behavioral Health		
	Submit Module 8 Assessment & Reflective Activities	December 3, 2010
	Provide intervention training to caretakers (MENTOR)	December 10, 2011

	<ul style="list-style-type: none"> • Provide detailed descriptions of interventions • Develop replacement behavior definition • Have caretakers begin intervention and continue to collect data on problem & replacement behavior • Conduct Contextual Fit Survey 	
	Review & Update Mandatory Case Study Checklist w/instructor	On-site Class 7
	Submit Part 2 of Case Study Report to instructor	On-site Class 7
MODULE 9: Systems Change		
	Submit Module 9 Assessment & Reflective Activities	January 21, 2011
	Submit Implementation Fidelity Checklist for approval	On-site Class 8
	Conduct Implementation Fidelity Observation (MENTOR)	February 11, 2011
	Submit completed final exam	February 18, 2011
	Meet with Case Study Team to: <ul style="list-style-type: none"> • Review PCP goals and intervention status • Discuss how to proceed based on the data • Conduct Quality of Life Survey 	March 1, 2011
	Submit Part 3 & 4 of Case Study Report to instructor for feedback	March 8, 2011
	ATTEND FINAL CELEBRATION!	TBA
	Finalize Case Study 1 Report and submit for final scoring	March 31, 2011
CASE STUDY 2		
	Submit completed Case Study 2 requirements.	July 31, 2011
MODULE 10: KIPBS Facilitator's Guidelines		
	Once you have completed Case Study 2 requirements, you will be given information about Module 10.	Webinar