

# Behavioral, Academic, and Social Interventions for the Classroom™

## **B**ehavioral, Academic, and Social Interventions for the Classroom

develops educators' abilities to promote a positive classroom of respect and responsibility by creating learning alliances with students. Using this information, educators will learn about strengths-based learning and discover a solution seeking cycle which they can immediately apply to the classroom.

To the right are the key areas of focus for the 45-hour course. For more information, refer to the syllabus, which provides a detailed outline of the course material as well as a bibliography of research on which the course is based.

## **In this course, participants will**

- ▶ Establish a positive classroom culture of respect and responsibility.
- ▶ Plan interventions at the universal and targeted tiers of the 3-tiered model of intervention.
- ▶ Create learning alliances with students to promote success.
- ▶ Implement universal and targeted interventions that encourage critical thinking, problem solving, and creativity.
- ▶ Create a positive ripple effect from classroom universal and targeted interventions to schoolwide intervention programs.

# **Behavioral, Academic, and Social Interventions for the Classroom™**

## **Course Description**

*Behavioral, Academic, and Social Interventions for the Classroom* is a Performance Learning Systems® course that provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Through a multitiered response to intervention model, educators implement a solution-seeking cycle for gathering information, identifying issues, and planning and assessing early and effective interventions. The course focuses on the teacher as the primary interventionist and includes universal and targeted classroom interventions that promote student resiliency and encourage students to reach for success. The course emphasizes creating a learning alliance with students to demystify the learning experience, focus on strengths-based learning, collaboratively set goals, and monitor the progress of behavioral, academic, and social interventions.

## **Course Outcomes**

Upon completion of this class, the learner is expected to be able to:

1. Discuss and apply current, validated research underlying the theory, principles, rationale, and practices of course concepts.
2. Examine the Response to Intervention educational approach and the process of using the Intervention Pyramid for early identification and intervention.
3. Identify the Key Elements of the PLS Intervention Model.
4. Implement the concept of strengths awareness and strengths-based learning in the classroom to enhance student self-efficacy and resiliency.
5. Use Questions for Life™ to enhance critical thinking and problem solving for students and educators.
6. Plan and implement proactive universal interventions in the behavioral, academic, and social areas of learning.
7. Develop and implement processes for gathering information and evaluating the success of an intervention through the use of student self-monitoring forms, progress-monitoring graphs, and collaborative follow-up sessions.
8. Identify student issues and design a plan for targeted intervention using the Solution Seeking Cycle and Questions for Life.
9. Create a positive classroom culture of respect and responsibility through the use of social guidelines, and design lessons that promote positive character strengths.
10. Create learning alliances with students by gathering information, demystifying the learning experience, and collaboratively setting goals.
11. Analyze externalized behaviors, internalized behaviors, defense mechanisms, strengths, and struggles of today's generation of students and develop universal and targeted interventions to affect behaviors, support learning, enhance social strengths, and promote student resiliency.
12. Implement research-based academic interventions, both universal and targeted, that promote relevant and real-world connections, engaging and emotional experiences, active learning in mind and body, creativity, and higher-order thinking through lesson design.

13. Develop universal and targeted interventions that eliminate bullying, promote assertive communication, and enhance social awareness.
14. Identify and analyze schoolwide intervention resources to incorporate as universal, targeted, and intensive interventions that support and enrich learning.
15. Examine Web-based resources to support and extend knowledge in gathering information, monitoring progress, and planning behavioral, academic, and social interventions at the universal and targeted tiers.
16. Reflect upon and continuously evaluate personal practice, adjust accordingly, and actively seek out opportunities to grow professionally, using the knowledge and skills of this course.
17. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.
18. Generalize this course content to reflect how the diverse populations within classrooms have their needs met through application of the skills, strategies, and knowledge of this course.

### **Institutional Outcomes**

(To be listed here)

### **Reference Text**

Selected research articles, research summaries, and topical articles drawn from educational literature

DeBruyn, R. L., & Larson, J. L. (2009). *You Can Handle Them All*. Manhattan, KS: The MASTER Teacher.

### **Topical Outline      List of Concepts**

#### **Rationale**

Establish a positive classroom culture of respect and responsibility through the use of social guidelines and community building; discuss why some students are falling through the cracks; define *intervention* and examine the rationale for this approach; analyze four educational philosophies and how these schools respond when students fail to learn; apply concepts to the classroom and current position

#### **Foundations**

Examine the Response to Intervention educational approach; use the three-tiered model of the Intervention Pyramid to identify students for early behavioral, academic, and social intervention; identify the Key Elements of the PLS Intervention Model; explore the concept of strengths awareness and strengths-based learning in the classroom; apply concepts to the classroom and current position

<b>Discovery</b>	Examine the use of Questions for Life to gather information and enhance critical thinking; expand knowledge of strengths awareness and strengths-based learning; identify student types, their respective characteristics, and targeted interventions for specific student types; monitor and observe students in a simulated learning environment; apply concepts to the classroom and current position
<b>Learning Alliances</b>	Examine the compelling whys for creating Learning Alliances with students; identify the Learning Alliance Components; experience and evaluate student self-monitoring forms; explore ways to demystify the learning experience for students; evaluate defense mechanisms; expand knowledge of strengths awareness and strengths-based learning through the use of inventories, networking, and coping strategies for managing areas of difficulty; collaboratively set goals with students through the use of goal detective webs and solving learning mysteries; apply concepts to the classroom and current position
<b>Behavioral Interventions</b>	Examine the characteristics and strengths of today’s student generation as they relate to learning in the classroom; examine positive character strengths and explore ways to incorporate the development of positive character strengths in the existing curriculum; monitor and observe students in a simulated learning environment; use the Solution Seeking Cycle and Questions for Life to identify and refine issues, and to plan a targeted intervention; examine ways to monitor progress and evaluate the effectiveness of the intervention; conduct collaborative follow-up sessions with students using the Questions for Life to evaluate progress and make data-driven decisions for change; apply concepts to the classroom and current position
<b>Academic Interventions</b>	Examine universal and targeted academic interventions for the classroom that encourage students to reach for success; design REACH lessons to support the proactive academic intervention of a research-based curriculum; develop relevance statements and real-world connections through performance-based objectives and assessments; design engaging and emotional experiences relevant to content through the use of inductive instruction; use active learning of the mind through the use of Active Thinking Strategies when engaging with content; promote active learning with the body through the use of concrete instruction; use creativity and higher-order thinking to enhance and expand learning and retention; share inspiration, resources, and ideas for targeted academic interventions and schoolwide intervention resources; apply concepts to the classroom and current position

**Social  
Interventions**

Discuss the social strengths and struggles of today's student generation; explore bullying and bullying intervention and discuss ways to educate the victim and handle the bully; examine the four communication styles, identify verbal and nonverbal cues of each style, and assess personal communication styles in various situations; promote positive social interactions through the use of assertive communication skills and the Three-Level Assertiveness Response; examine universal and targeted interventions that foster social awareness and promote a positive ripple effect in the classroom, school, and community; apply concepts to the classroom and current position

## Course Assessments and Links to Institutional Outcomes and Course Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. There are 11 assessments in this course (some Mandatory\*, some Choose 1\*\*, and some Choose 2\*\*\*), for a total of 100 points.

		Points	Correlations With Institutional Outcomes	Correlations With Course Outcomes
Assessment No. 1:	Reflect and Respond Journal*	10		1, 16, 17, 18
Assessment No. 2:	Article Review***	10		1, 16, 17, 18
Assessment No. 3:	Research Review***	10		1, 16, 17, 18
Assessment No. 4:	Web Search***	10		1, 15, 16, 17, 18
Assessment No. 5:	Schoolwide Intervention Resources***	10		1, 2, 3, 6, 14, 15, 16, 17, 18
Assessment No. 6:	Student Self-Monitoring***	10		1, 2, 3, 7, 10, 11, 15, 16, 17, 18
Assessment No. 7:	Learning Alliances*	20		1, 2, 3, 4, 5, 6, 7, 10, 11, 14, 15, 16, 17, 18
Assessment No. 8:	Character Strengths**	10		1, 3, 4, 6, 9, 11, 14, 15, 16, 17, 18
Assessment No. 9:	Planning a Targeted Intervention*	20		1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Assessment No. 10:	Designing a REACH Lesson*	20		1, 2, 3, 4, 5, 6, 12, 14, 15, 16, 17, 18
Assessment No. 11:	Social Interventions**	10		1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 13, 14, 15, 16, 17, 18

Criteria specific to each assessment will be explained in conjunction with the instructional activities.

*Assessments (Mandatory)	70
**Assessments (Choose 1)	10
***Assessments (Choose 2)	20

**Total 100**

### **Instructional Materials**

Instructors and learners will use instructor-generated materials, learner-generated materials, print resources, and Web-based resources to facilitate learning.

### **Instructional Methodology**

The instructional methodology of this course focuses on developing, enhancing, and improving the instructional expertise and pedagogical knowledge base of practicing educators. Strategies include instructor presentation of new content through short lecturebursts, active construction of knowledge during hands-on practice and problem solving, collaborative group work, personal reflection, in-class presentations and demonstrations, ad hoc and structured small-group or whole-class discussion, analysis of assigned reading, and application of course content and skills to each participant's individual grade level, subject area, and classroom.

### **Evaluation**

The evaluation of learner work will be based on the defined criteria for learner assessments, which will be processed with learners prior to their instructional activities and engagement with the student learning targets (outcomes). Grading is based solely on the evaluation of student learning targets and defined criteria for learner assessments.

Formative assessment of learning outcomes is conducted throughout the course, using a variety of means that include the following: completion of assessments; constructive contributions to class discussions (whole-class as well as small-group); sharing of valuable, pertinent, and/or applicable ideas and experiences; involvement in the inductive process; interactive journal entries with written instructor feedback; critical or reflective responses to assigned readings; oral discussions in a whole-class or small-group setting; active participation and general attentiveness to the instructor and others. It is expected that each student will contribute to the academic quality of the course.

Summative assessment includes the completion of a culminating assignment that requires the participant to synthesize class content, apply it to his or her specific teaching situation, and complete a reflective action plan for implementing the major components of content and skill acquired during the course.

### **Grading Policy**

(To be listed here)

### **Absence and Tardy Policy**

(To be listed)

### **Performance Learning Systems' Academic Integrity Policy**

Performance Learning Systems expects absolute academic honesty and integrity from every course participant. The specific Academic Integrity and Honor Code Policies of our partner colleges and universities are embraced and enforced by PLS instructors. The following are considered to be serious violations:

- Plagiarism: the use of another's ideas, data, or words without proper acknowledgement.
- Fabrication: the use of invented information or the falsification of research or other findings with the intent to deceive.

- Collusion: improper collaboration with another in preparing assignments or projects.
- Cheating: an act of deception by which a student misrepresents that he or she has mastered information on an academic exercise that he or she has not mastered.
- Academic Misconduct: tampering with grades, or taking part in obtaining or distributing any part of student work that is not his or her own.

Violation or suspected violation will be investigated and pursued according to specific college/university procedures.

### **Identity Authentication**

The college/university, Performance Learning Systems (PLS), and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student, this responsibility has two parts:

1. Students are responsible for positively ensuring that every contribution to an online course created with the students' computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.
2. Students are responsible for ensuring the integrity of their computer account security by following the actions required of them by the PLS Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by Performance Learning Systems, and reporting breaches of the security policy to the IT Helpdesk.

### **Participant Professionalism Policy**

As a courtesy to other participants and to your instructor, please refrain from text messaging, checking e-mail, or answering your cell phone during class time. Breaks are provided throughout the course so you can attend to personal matters. Using your personal electronic devices during class time is distracting and disrupts instruction and participant communication and collaboration. If you have an emergency or justifiable reason to leave your cell phone turned on during class time, please make arrangements with the instructor prior to the beginning of class.

## Course Outcome Correlations With INTASC Standards for Teachers

	Course Outcomes
<p><b>Standard 1: Subject Matter</b></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 2: Student Learning</b></p> <p>The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 3: Diverse Learners</b></p> <p>The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 4: Instructional Strategies</b></p> <p>The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>1, 5, 8, 10, 12, 14, 15, 16, 17, 18</p>
<p><b>Standard 5: Learning Environment</b></p> <p>The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>1, 2, 3, 4, 6, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 6: Communication</b></p> <p>The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>1, 4, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 7: Planning Instruction</b></p> <p>The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</p>	<p>1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 8: Assessment</b></p> <p>The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</p>	<p>1, 2, 5, 7, 8, 11, 12, 13, 14, 15, 16, 17, 18</p>
<p><b>Standard 9: Reflection and Professional Development</b></p> <p>The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</p>	<p>1, 15, 16, 17, 18</p>
<p><b>Standard 10: Collaboration, Ethics, and Relationships</b></p> <p>The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>1, 13, 14, 15, 16, 17, 18</p>

The Interstate New Teacher Assessment and the Support for Consortium (INTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council's website at <http://www.ccsso.org>.  
 © Council of Chief State School Officers. (1992) Model standards for beginning teacher licensing, assessment, and development: A resource for state dialogue. Washington, DC: Author. <http://www.ccsso.org/content/pdfs/corestrd.pdf>.

## Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Five Core Propositions

<b>Proposition 1: Teachers are Committed to Students and Their Learning.</b>	<b>Course Outcomes</b>
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.	1, 2, 4, 5, 7, 8, 10, 11, 12, 13, 18
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.	1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 18
NBCTs understand how students develop and learn.	1, 2, 4, 6, 7, 8, 12, 13, 18
They respect the cultural and family differences students bring to their classroom.	1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 18
They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.	1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 18
NBCTs are also concerned with the development of character and civic responsibility.	1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13, 18
<b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b>	
NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.	1, 2, 5
They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.	1, 2, 4, 5, 6, 8, 12, 13
They are able to use diverse instructional strategies to teach for understanding.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 18
<b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b>	
NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.	1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 15, 18
They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.	1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 18
NBCTs know how to assess the progress of individual students as well as the class as a whole.	1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 18
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 18
<b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b>	
NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.	1, 3, 6, 8, 9, 15, 16
They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.	1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16
They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.	1, 3, 4, 6, 7, 8, 12, 13, 15, 16, 18

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.	<b>1, 2, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 18</b>
They are leaders and actively know how to seek and build partnerships with community groups and businesses.	<b>1, 6, 9, 14, 16, 17</b>
They work with other professionals on instructional policy, curriculum development and staff development.	<b>1, 2, 3, 4, 5, 6, 7, 8, 9, 14, 15, 16</b>
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.	<b>1, 2, 6, 8, 14, 16</b>
They know how to work collaboratively with parents to engage them productively in the work of the school.	<b>1, 4, 6, 7, 8, 14, 17</b>

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