

## Positive Behavioral Support for Young Children Syllabus — In-Person Course

### Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

### Course Description

This course utilizes evidence-based strategies for promoting social and emotional development and preventing and addressing challenging behaviors in preschool-aged children. Through course readings, discussions, activities, and related experiences, participants will learn about a variety of these research-based practices. Participants will gain knowledge of promoting social and emotional development and preventing and addressing challenging behaviors in preschool-aged children. Participants will have opportunities to observe both teacher-child interactions and specific instructional strategies that promote social and emotional development and prevent and address challenging behaviors in preschool-aged children. Participants will implement strategies that support and elicit their ability to provide positive behavioral support, taking advantage of informal and formal opportunities to engage in instruction. Participants will reflect on, analyze, and assess their classroom strategies related to positive behavior support, and then plan for improvement.

### Objectives

Participants will:

1. Identify and apply strategies for building positive relationships with and between children, families, and colleagues.
2. Identify, evaluate, and create learning environments and adult-child interactions that support children's social relationships, emotional and behavioral health, and self-regulation.
3. Describe and enact evidence-based, systematic social skills teaching strategies that support children's social and emotional development and prevent and address challenging behaviors.
4. Assess the form and function of children's challenging behaviors, develop individual behavior support plans based on the information collected, and engage in ongoing formative assessment of children's progress.
5. Explain that high quality practices promoting social and emotional development include being sensitive to and incorporating children's cultural and linguistic diversity.
6. Identify and plan collaboration with families when promoting social and emotional development and preventing and addressing challenging behaviors.
7. Identify critical components of a program-wide system of positive behavior supports.

## Grading

Participation/Professionalism	15%
In-Class Activities	10%
Weekly Assignments	30%
Summary Assignment #1	15%
Summary Assignment #2	15%
Summary Assignment #3	15%

## Expectations

### Participation/Professionalism (15%: Grading per Instructor)

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.


### In-Class Activities (10%: Grading per Instructor)

In-class activities may consist of, but are not limited to, discussions, observations, idea-sharing and generation, and planning exercises. Some class activities are designed as quick checks of your understanding, engagement, and application of course information. Other class activities require you to work in pairs or small groups, and present findings to the rest of the class. You are expected to participate in all in-class activities.

### Weekly Assignments (30%: Grading per assignment rubric)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include lesson plan development, filming yourself delivering classroom activities with children, reflection, action plans, graphic organizers, and practice using skills in your daily life. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

- **Reading Assignments:** In this course, you will complete required readings. At times, you will synthesize your thoughts from the readings in reflection assignments.
- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with children (Positive Behavior Support lessons and activities). You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.



## Summary Assignments (15% each: Grading per assignment rubric)

Becoming a better educator is a never-ending journey. The summary assignments give you an opportunity to prepare action plans for each third of the course. You will have the opportunity to demonstrate competencies from each session of this course. These assignments take the place of any mid-term or final exams. The summary assignments are estimated to take 2-3 hours to complete.

### Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

### Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

### Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the \_\_\_\_\_ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with \_\_\_\_\_ to discuss and address them. If you have already established accommodations with \_\_\_\_\_, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

## Course Schedule

Session	Topic	Readings and Assignments
1	<p><b>Foundations</b></p> <p>Cycle of Challenging Behavior</p> <p>The Teaching Pyramid</p> <p>The Ripple Effect</p> <p>Evidence-Based Practices</p>	<p><b>Readings</b></p> <p>Center on the Social and Emotional Foundations for Early Learning. The pyramid model for supporting social emotional competence in infants and young children. <a href="http://csefel.vanderbilt.edu/">http://csefel.vanderbilt.edu/</a></p> <p>Center on the Social and Emotional Foundations for Early Learning. The pyramid model — overview. <a href="http://challengingbehavior.fmhi.usf.edu/explore/camtasia/pyramid_overview/pyramid_overview_captions.html">http://challengingbehavior.fmhi.usf.edu/explore/camtasia/pyramid_overview/pyramid_overview_captions.html</a></p> <p>Fox, L., Dunlap, G., Hemmeter, M., Joseph, G., &amp; Strain, P. (2003). Exploring the possibilities for learning in natural spaces. <i>Young Children</i>, 58(4), 48-52. <a href="http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc_article_7_2003.pdf">http://challengingbehavior.fmhi.usf.edu/do/resources/documents/yc_article_7_2003.pdf</a></p> <p>Center on the Social and Emotional Foundations for Early Learning. Inventory of practices for promoting social emotional competence. <a href="http://csefel.vanderbilt.edu/modules/module1/handout4.pdf">http://csefel.vanderbilt.edu/modules/module1/handout4.pdf</a></p> <p>Center on the Social and Emotional Foundations for Early Learning. Social and emotional competence. <a href="http://csefel.vanderbilt.edu/resources/social_emotional_competence.html">http://csefel.vanderbilt.edu/resources/social_emotional_competence.html</a></p> <p><b>Assignments</b></p> <p><i>PBS S1 Assignment Reading and Reflection</i></p> <p><i>PBS S1 Assignment Self-Introductions Video</i></p> <p><i>PBS S1 Assignment IOP Rating and Reflection</i></p>



<p><b>2</b></p>	<p><b>Building Positive Relationships</b></p> <p>What Pushes Your Hot Buttons? Thought Control Building Positive Relationships Relationship Piggy Bank Relationships with Teachers</p>	<p><b>Readings</b></p> <p>U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start (HHS/ACF/OHS). (2015). <i>Getting started with the Head Start Early Learning Outcomes Framework</i>. <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/getting-started.pdf</a></p> <p>HHS/ACF/OHS. (2015). <i>Head Start Early Learning Outcomes Framework</i>, 22-33. <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf</a></p> <p>Smith, B. J. Linking social development and behavior to school readiness. <i>Center for Evidence-Based Practice: Young Children with Challenging Behavior</i>. <a href="http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_readiness.pdf">http://challengingbehavior.fmhi.usf.edu/do/resources/documents/rph_social_dev_school_readiness.pdf</a></p> <p>Joseph, G., &amp; Strain, P. (2004). Building positive relationships with young children. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module1/handout5.pdf">http://csefel.vanderbilt.edu/modules/module1/handout5.pdf</a></p> <p>Jung, E. Y., &amp; Ostrosky, M. M. Building positive teacher-child relationships (What works briefs 12). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb12.pdf">http://csefel.vanderbilt.edu/briefs/wwb12.pdf</a></p> <p>Twardosz, S. (2005). Expressing warmth and affection to children (What works briefs 20). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb20.pdf">http://csefel.vanderbilt.edu/briefs/wwb20.pdf</a></p> <p>Cheatham, G., Hemmeter, M. L., Murry, J., &amp; Ostrosky, M. M. (2005). Helping children express their wants and needs (What works briefs 19). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb19.pdf">http://csefel.vanderbilt.edu/briefs/wwb19.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBS S2 Assignment Baseline Video and Reflection</i> <i>PBS S2 Assignment Building Relationships Video</i> <i>PBS S2 Assignment Building Relationships CORP</i></p>
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Session	Topic	Readings and Assignments
3	<p><b>Well-Designed Physical Spaces</b></p> <p>Variety of Learning Centers</p> <p>Avoid Wide Open Spaces</p> <p>Provide Visual Reminders</p> <p>Prepare and Organize Materials</p> <p>Zoning</p> <p>Staff Schedules</p>	<p><b>Readings</b></p> <p>Bovey, T., &amp; Strain, P. Using environmental strategies to promote positive social interactions (What works briefs 6). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/www6.pdf">http://csefel.vanderbilt.edu/briefs/www6.pdf</a></p> <p>Voice Volume Chart 1. <i>Head Start Center for Inclusion</i>.</p> <p>Directions:  <a href="http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/voice_volume_chart_directions.doc">http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/voice_volume_chart_directions.doc</a></p> <p>Visual:  <a href="http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/classroom%20voice%20volume%20chart.pdf">http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/classroom%20voice%20volume%20chart.pdf</a></p> <p>Voice Volume Chart 2. <i>Head Start Center for Inclusion</i>.</p> <p>Directions:  <a href="http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/voice_volume_chart_directions.doc">http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/voice_volume_chart_directions.doc</a></p> <p>Visual:  <a href="http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/visual_aids_voice_volume_chart.doc">http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/visual_aids_voice_volume_chart.doc</a></p> <p>Classroom Expectations. <i>Head Start Center for Inclusion</i>.  <a href="http://depts.washington.edu/hscenter/teacher-tools#expectations">http://depts.washington.edu/hscenter/teacher-tools#expectations</a></p> <p><b>Assignments</b></p> <p><i>PBS S3 Assignment Classroom Tools</i></p> <p><i>PBS S3 Assignment Well-Designed Physical Spaces Video</i></p> <p><i>PBS S3 Assignment Well-Designed Physical Spaces CORP</i></p>

Session	Topic	Readings and Assignments
4	<p><b>Schedules, Routines, and Transitions</b></p> <p>Daily Schedules</p> <p>Teaching the Daily Schedule</p> <p>Classroom Transitions</p> <p>Before the Transition</p> <p>During the Transition</p> <p>After the Transition</p>	<p><b>Readings</b></p> <p>Ostrosky, M. M., Yung, E. Y., Hemmeter, M. L., &amp; Thomas, D. Helping children understand routines and class schedules (What works briefs 3). <i>Center on the Social and Emotional Foundations for Early Learning</i>.  <a href="http://csefel.vanderbilt.edu/briefs/wwb3.pdf">http://csefel.vanderbilt.edu/briefs/wwb3.pdf</a></p> <p>Ostrosky, M. M., Yung, E. Y., &amp; Hemmeter, M. L. Helping children make transitions between activities (What works briefs 4). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb4.pdf">http://csefel.vanderbilt.edu/briefs/wwb4.pdf</a></p> <p>Tips and ideas for making visuals to support young children with challenging behavior (2010). <i>Center on the Social and Emotional Foundations for Early Learning</i>.  <a href="http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf">http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf</a></p> <p>Planning for transitions worksheet. <i>Head Start for Center of Inclusion</i>.  <a href="https://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/04_assessing/documents/planning_transitions_worksheet.pdf">https://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/04_assessing/documents/planning_transitions_worksheet.pdf</a></p> <p>Classroom transitions cue cards. <i>Head Start Center for Inclusion</i>.  <a href="http://depts.washington.edu/hscenter/teacher-tools#transitions">http://depts.washington.edu/hscenter/teacher-tools#transitions</a></p> <p><b>Assignments</b></p> <p><i>PBS S4 Assignment Revised Schedule</i></p> <p><i>PBS S4 Assignment Staff Zoning Arrival and Transitions</i></p> <p><i>PBS S4 Assignment Transition Cue and Support Video</i></p> <p><i>PBS S4 Assignment Transition Cue and Support CORP</i></p>

Session	Topic	Readings and Assignments
5	<p><b>Rules and Directions</b></p> <p>Introducing Rules</p> <p>The GUIDE Process</p> <p>Show Me 5</p>	<p><b>Readings</b></p> <p>Bovey, T., &amp; Strain, P. Using classroom activities &amp; routines as opportunities to support peer interaction (What works briefs 5). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb5.pdf">http://csefel.vanderbilt.edu/briefs/wwb5.pdf</a></p> <p>Fox, L., &amp; Langhans, S. Logical consequences (What works briefs 18). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb18.pdf">http://csefel.vanderbilt.edu/briefs/wwb18.pdf</a></p> <p>Tips and ideas for making visuals to support young children with challenging behavior (2010). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf">http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf</a></p> <p>Directions &amp; template for visuals &amp; supports worksheets. <i>Head Start Center for Inclusion</i>. <a href="http://depts.washington.edu/hscenter/teacher-tools#directions">http://depts.washington.edu/hscenter/teacher-tools#directions</a></p> <p>Classroom expectations worksheets. <i>Head Start Center for Inclusion</i>. <a href="http://depts.washington.edu/hscenter/teacher-tools#expectations">http://depts.washington.edu/hscenter/teacher-tools#expectations</a></p> <p><b>Assignments</b></p> <p><i>PBS S5 Assignment Classroom Rules Part 1 Video</i></p> <p><i>PBS S5 Assignment Classroom Rules Part 2 Video</i></p> <p><i>PBS S5 Assignment Classroom Rules Reflection</i></p> <p><i>PBS S5 Assignment Classroom Rules CORP</i></p> <p><i>PBS S5 Summary Assignment 1 — Revisit the IOP and Action Planning</i></p>





<p><b>6</b></p> <p><b>Enhancing Emotional Literacy</b></p> <p>What is Emotional Literacy?          Emotional Vocabulary          Identifying Emotions          Tools for Teaching Emotional Literacy          Emotional Regulation</p>	<p><b>Readings</b></p> <p>Joseph, G., Strain, P., &amp; Ostrosky, M. M. (2005). Fostering emotional literacy in young children: Labeling emotions (What works briefs 21). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb21.pdf">http://csefel.vanderbilt.edu/briefs/wwb21.pdf</a></p> <p>Timm, M., &amp; Doubet, S. (2007). Acknowledging children’s positive behaviors (What works briefs 22). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb_22.pdf">http://csefel.vanderbilt.edu/briefs/wwb_22.pdf</a></p> <p>Joseph, G. Enhancing emotional vocabulary in young children (2010). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module2/handout6.pdf">http://csefel.vanderbilt.edu/modules/module2/handout6.pdf</a></p> <p>HHS/ACF/OHS. (2015). <i>Head Start Early Learning Outcomes Framework</i>, 22-33. <a href="http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/pdf/ohs-framework.pdf</a></p> <p>Some starters for giving positive feedback and encouragement for effort, thinking, and problem solving (2010). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module1/handout7.pdf">http://csefel.vanderbilt.edu/modules/module1/handout7.pdf</a></p> <p>Emotions worksheets. <i>Head Start Center for Inclusion</i>. <a href="http://depts.washington.edu/hscenter/teacher-tools#emotions">http://depts.washington.edu/hscenter/teacher-tools#emotions</a></p> <p>Emotions faces. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules-archive/module2/handouts/5.pdf">http://csefel.vanderbilt.edu/modules-archive/module2/handouts/5.pdf</a></p> <p>Feelings chart. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/2006/feelingchart.pdf">http://csefel.vanderbilt.edu/modules/2006/feelingchart.pdf</a></p> <p>Book nook resources. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/resources/strategies.html#booknook">http://csefel.vanderbilt.edu/resources/strategies.html#booknook</a></p> <p><b>Assignments</b></p> <p><i>PBS S6 Assignment Reading Review</i>  <i>PBS S6 Assignment Book Nook</i>  <i>PBS S6 Assignment Emotional Vocabulary</i></p>
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Session	Topic	Readings and Assignments
7	<p><b>Problem-Solving</b></p> <p>Teaching Problem-Solving</p> <p>Problem-Solving Steps</p> <p>Encouraging the Problem-Solving Process</p> <p>Problem-Solving in the Moment</p>	<p><b>Readings</b></p> <p>Joseph, G., &amp; Strain, P. (2010) Teaching young children interpersonal problem-solving skills. <i>Young Exceptional Children</i>, 13(3), 28-40.  <a href="http://yec.sagepub.com/content/13/3/28">http://yec.sagepub.com/content/13/3/28</a> <b>Note:</b> This article is available only at institutions with a license for the journal database.</p> <p>Dunlap, G., &amp; Liso, D. (2004). Using choice and preference to promote improved behavior (What works briefs 15). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb15.pdf">http://csefel.vanderbilt.edu/briefs/wwb15.pdf</a></p> <p>Solution kits handouts. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/2006/solutionkit.pdf">http://csefel.vanderbilt.edu/modules/2006/solutionkit.pdf</a></p> <p>Problem Solving (solution kits). <i>Head Start Center for Inclusion</i>. <a href="http://depts.washington.edu/hscenter/teacher-tools#problem">http://depts.washington.edu/hscenter/teacher-tools#problem</a></p> <p>Super Friend certificate. <i>Head Start Center for Inclusion</i>. <a href="http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/ceremony_friend_award.pdf">http://depts.washington.edu/hscenter/sites/default/files/03_resources/02_teacher_tools/documents/ceremony_friend_award.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBS S7 Assignment Solution Kit Video</i></p> <p><i>PBS S7 Assignment Solution Kit CORP</i></p>

Session	Topic	Readings and Assignments
8	<p><b>Developing Behavior Support</b></p> <p>Social Information Processing Theory</p> <p>Recognizing Anger</p> <p>Turtle Technique</p> <p>Handling Disappointment</p>	<p><b>Readings</b></p> <p>Joseph, G., &amp; Strain, P. (2010) Helping young children control anger and handle disappointment. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module2/handout7.pdf">http://csefel.vanderbilt.edu/modules/module2/handout7.pdf</a></p> <p>Turtle Technique handout. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules-archive/module2/handouts/7.pdf">http://csefel.vanderbilt.edu/modules-archive/module2/handouts/7.pdf</a></p> <p>Turtle Technique pattern handout. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/scriptedstories/turtle-pattern.pdf">http://csefel.vanderbilt.edu/scriptedstories/turtle-pattern.pdf</a></p> <p>Dragon Brain handouts. <i>Head Start Center for Inclusion</i>. <a href="http://depts.washington.edu/hscenter/teacher-tools#dragon">http://depts.washington.edu/hscenter/teacher-tools#dragon</a></p> <p><b>Assignments</b></p> <p><i>PBS S8 Assignment Reading Review</i></p> <p><i>PBS S8 Assignment Turtle Technique Video</i></p> <p><i>PBS S8 Assignment Turtle Technique CORP</i></p>

Session	Topic	Readings and Assignments
9	<p><b>Developing Friendship Skills</b></p> <p>Friendship Skills</p> <p>Setting the Stage for Friendship Skills</p>	<p><b>Readings</b></p> <p>Bovey, T., &amp; Strain, P. Promoting positive peer social interactions (What works briefs 8). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb8.pdf">http://csefel.vanderbilt.edu/briefs/wwb8.pdf</a></p> <p>Bovey, T. &amp; Strain, P. (2005) Strategies for increasing peer social interactions: prompting and acknowledgment (What works briefs 17). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb17.pdf">http://csefel.vanderbilt.edu/briefs/wwb17.pdf</a></p> <p>Joseph, G. (2010) You've got to have friends. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module2/handout3.pdf">http://csefel.vanderbilt.edu/modules/module2/handout3.pdf</a></p> <p>Embedding friendship skills handout. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules/module2/handout2.pdf">http://csefel.vanderbilt.edu/modules/module2/handout2.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBS S9 Assignment Reading Review</i></p> <p><i>PBS S9 Assignment Embedding Friendship Opportunities</i></p> <p><i>PBS S9 Assignment Friendship Skills Video</i></p> <p><i>PBS S9 Assignment Friendship Skills CORP</i></p> <p><i>PBS S9 Summary Assignment 2 — Revisit the IOP and Action Planning</i></p>

Session	Topic	Readings and Assignments
10	<p><b>Positive Behavior Support and the Behavior Equation</b></p> <p>Positive Behavior Support</p> <p>The Importance of Positive Behavior Support</p> <p>Determining the Meaning of Challenging Behavior</p> <p>Behavior Equation</p>	<p><b>Readings</b></p> <p>Fox, L. Positive behavior support: An individualized approach for addressing challenging behavior (What works briefs 10). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb10.pdf">http://csefel.vanderbilt.edu/briefs/wwb10.pdf</a></p> <p>Fox, L., &amp; Duda, M. Positive Behavior Support. <i>Technical Assistance Center on Social Emotional Intervention</i>. <a href="http://challengingbehavior.fmhi.usf.edu/explore/pbs_docs/pbs_complete.doc">http://challengingbehavior.fmhi.usf.edu/explore/pbs_docs/pbs_complete.doc</a></p> <p><b>Assignments</b></p> <p><i>PBS S10 Assignment Reading Review</i></p>
11	<p><b>Preparing the Behavior Support Plan</b></p> <p>Forming a Team</p> <p>Gathering Information</p> <p>Developing Behavior Hypotheses</p>	<p><b>Readings</b></p> <p>Fox, L., &amp; Duda, M. What are children trying to tell us? Assessing the function of their behavior (What works briefs 9). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb9.pdf">http://csefel.vanderbilt.edu/briefs/wwb9.pdf</a></p> <p>Home observation cards. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules-archive/module3a/3.pdf">http://csefel.vanderbilt.edu/modules-archive/module3a/3.pdf</a></p> <p>Functional assessment interview form handout. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules-archive/module3a/4.pdf">http://csefel.vanderbilt.edu/modules-archive/module3a/4.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBS S11 Assignment Reading Review</i></p> <p><i>PBS S11 Assignment Data Collection and Hypothesis Video</i></p>

Session	Topic	Readings and Assignments
12	<p><b>Prevention Strategies</b></p> <p>Practical Prevention Strategies</p> <p>Review of Prevention Strategies</p> <p>Prevention Strategies for Tim</p>	<p><b>Readings</b></p> <p>None for this session.</p> <p><b>Assignments</b></p> <p><i>PBS S12 Assignment Prevention Strategies</i></p>
13	<p><b>Teaching Replacement Skills</b></p> <p>Competing Behavior Equation</p> <p>Functional Equivalence</p> <p>Methods of Instruction</p> <p>Activity Skills Matrix</p> <p>When You Can't Honor the Function</p> <p>Replacement Skills for Tim</p>	<p><b>Readings</b></p> <p>Fox, L., &amp; Duda, M. What are children trying to tell us? Assessing the function of their behavior (What works briefs 9). <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/briefs/wwb9.pdf">http://csefel.vanderbilt.edu/briefs/wwb9.pdf</a></p> <p>Home observation cards. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules-archive/module3a/3.pdf">http://csefel.vanderbilt.edu/modules-archive/module3a/3.pdf</a></p> <p>Functional assessment interview form handout. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/modules-archive/module3a/4.pdf">http://csefel.vanderbilt.edu/modules-archive/module3a/4.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBS S13 Assignment Reading Review</i></p> <p><i>PBS S13 Assignment Replacement Skills</i></p>



Session	Topic	Readings and Assignments
14	<b>Responses &amp; Implementing and Monitoring the Behavior Support Plan</b> New Responses Responses for Tim Development Tips Implementation and Monitoring the Plan	<b>Readings</b> None for this session.  <b>Assignments</b> <i>PBS S14 Assignment New Responses</i> <i>PBS S14 Assignment Implementation Video</i> <i>PBS S14 Assignment Implementation CORP</i> <i>PBS S14 Assignment Monitoring the Behavior Support Plan</i> <i>PBS S14 Summary Assignment 3 — Revisit the IOP and Action Planning</i>

Session	Topic	Readings and Assignments
15	<p><b>Partnering with Families and Program-Wide PBS</b></p> <p>Partnering with Families</p> <p>Communicating with Families</p> <p>Program-Wide PBS</p>	<p><b>Readings</b></p> <p>Fox, L., &amp; Lentini, R. Family Routine Guide. <i>Center on the Social and Emotional Foundations for Early Learning</i>.  <a href="http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf">http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf</a></p> <p>Working with families inventory. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.20.pdf">http://csefel.vanderbilt.edu/resources/inftodd/mod1/1.20.pdf</a></p> <p>Resources: Parent training modules. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/resources/training_parent.html">http://csefel.vanderbilt.edu/resources/training_parent.html</a></p> <p>Resources: Family tools. <i>Center on the Social and Emotional Foundations for Early Learning</i>. <a href="http://csefel.vanderbilt.edu/resources/family.html">http://csefel.vanderbilt.edu/resources/family.html</a></p> <p>Timm, M., &amp; Giacomini, J., (September 2006). Positive solutions for families. <i>Technical Assistance Center on Social Emotional Intervention for Young Children</i>.  <a href="http://challengingbehavior.fmhi.usf.edu/do/resources/documents/positive_solutions_for_families.pdf">http://challengingbehavior.fmhi.usf.edu/do/resources/documents/positive_solutions_for_families.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBS S15 Assignment Creating a Family-Friendly Classroom</i></p>