

# **PBS: Understanding Student Behavior**

## **Course Description and Objectives**

### **Course Description**

This course provides information on how to assess, design, and implement and monitor positive behavior supports. It enables educators to develop, increase and demonstrate knowledge of the components within the positive behavior support process and provides intensive supports to teachers to help them address the needs of students with more challenging behaviors. The course guides teachers in the PBS development and implementation process by:

- accurately identifying and using individual student data to complete the functional behavioral assessment (FBA) process,
- developing and implementing an evidence-based behavior intervention plan (BIP) using proactive, educational, and functional strategies that are linked to the FBA, and
- applying PBS and the principles of behavior within the classroom to meet the more intensive needs of individual students.

The following ESE-K-12 Certification skills will be covered.

- Analyze the legal and ethical issues pertaining to positive behavior support strategies and disciplinary procedures for students with exceptionalities.
- Distinguish the various concepts and models of positive behavior support.
- Interpret individual and group data to apply interventions that increase positive behavior.
- Identify and choose appropriate prevention and intensive intervention strategies for students who display challenging behaviors.
- Interpret the essential elements of a functional behavior assessment and measure the effects of the behavior intervention plan through data collection strategies.

### **Course Objectives**

- To examine the legal responsibilities, one must address when developing and implementing functional behavior assessments and behavior intervention plans.
- To identify the (a) essential ethical principles to be followed in establishing individualized positive behavior support plans and (b) specific legal requirements pertaining to conducting functional assessments.
- To examine the background, critical themes, and components of a comprehensive individualized positive behavior support plan.
- To explore the historical perspective of the functional behavior assessment and individualized positive behavior support plans as it relates to applied behavior analysis.

- To describe the multi-step problem solving processes that ensure a better understanding of student behavior and how to develop effective individualized positive behavior support plans.
- To analyze the basic principles of behavior and examine the importance of appropriate reinforcements and consequences.
- To identify the functions of behavior and increase one's ability to define behaviors in measurable and objective terms.
- To identify the essential team members for creating effective plans.
- To learn how to utilize the person-centered planning process to identify meaningful goals.
- To develop a comprehensive understanding of the focus on the individual and environmental circumstances influencing behavior.
- To assess the essential components and importance of the role of the family in the development of an effective positive behavior support plan.
- To assess students' strengths and needs and target specific settings in need of intervention.
- To utilize the five functional assessment methods in the functional behavioral assessment process.
- To identify and define behaviors to be targeted.
- To review and interpret observational and interview data to identify patterns or trends surrounding a targeted behavior.
- To develop a hypothesis based on examination of the relationships between antecedents, behaviors, and consequences.
- To develop the skills necessary in determining appropriate goals of intervention.
- To examine the correlation between curriculum and behavior.
- To become familiar with instructional checklists used to determine the appropriateness of instructional strategies.
- To determine effective instructional techniques that support successful classroom management programs.
- To analyze behavior and its function in preparation for determining strategies to prevent behaviors from occurring.
- To examine proactive skills for developing replacement behaviors.
- To reduce student behaviors through the teaching of replacement skills that are more appropriate, efficient, and effective ways of getting the same outcomes or functions as did the target behavior.
- To identify lifestyle issues that impact targeted behaviors.
- To identify the need for and development of a crisis plan.
- To identify objective measures for documenting student progress.
- To track changes in target behaviors, as well as successes and failures, and determine appropriate interventions.
- To utilize a self-check process to determine thoroughness of plans.
- To develop and use a measure for evaluating the fidelity of behavior strategy implementation.
- To identify the most appropriate evaluation approaches for individual cases.