

EDSP 505

The Problem with Behavior Problems: Supporting Students and Addressing Challenges in Inclusive Schools

Instructor: Robin Greenfield, Ph.D.

Number of Professional Development Graduate Credits: 1

Course Location: This is an online course using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. There are no face-to-face classes. The web link for the LMS is:

<http://www.idahotc.com/lms>

Contact Information

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Technical Assistance

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Course Description

Session 1: “Understanding Behavior and Understanding Students” – This session will look at new ways to think about “behavior problems” in inclusive schools. Students will explore where problems come from, who “owns” them, and how language and approaches can both create behavior struggles and minimize them.

Session 2: “Disability Related Struggles” – This session will focus on the difficulties students may have with communication, perception, movements, and actions. Additionally, a discussion will include the role sensory issues and movement differences play in a student’s ability to learn and engage with others.

Session 3: “Practical Strategies for the Classroom and Beyond” – This session will outline strategies that provide solutions to potential challenges for students and for teachers. Ten supports and strategies that can be used across environments and grade levels will focus on areas such as positive choices and strength-based curriculum.

University of Idaho Learning Outcomes

1. Learn and integrate

Through independent learning and collaborative study, attain, use, and develop knowledge in the arts, humanities, sciences, and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. Think and create

Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems, and make consequential decisions.

3. Communicate

Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

4. Clarify purpose and perspective

Explore one’s life purpose and meaning through transformational experiences that foster an understanding of self, relationships, and diverse global perspectives.

5. Practice citizenship

Apply principles of ethical leadership, collaborative engagement, socially responsible behavior, respect for diversity in an interdependent world, and a service-oriented commitment to advance and sustain local and global communities.

Specific Course Objectives Related to Above Learning Outcomes:

At the conclusion of this course, participants will:

- Identify tools for making decisions on support systems for students challenging behavior

- Identify the role of sensory problems and movement differences in students with challenging behavior
- Describe a variety of supports for students with sensory and movement needs
- Identify different supports and strategies that can be used across environments and grade levels

Graduate Credit Course Requirements

1. Participation: Participants are required to log into/attend the full period (2 hours) of all webinars in this series.
2. Quizzes: All quizzes must be submitted through the Idaho Training Clearinghouse LMS. <http://www.idahotc.com/lms>
3. Survey: Participants are required to complete a course satisfaction survey.
4. Final assignment: Complete a written assignment (requirements listed below) must be submitted through the Idaho Training Clearinghouse LMS.

Note: There are no outside readings or materials required for this course. Handouts for each webinar session are located in the course site at the Idaho Training Clearinghouse LMS.

Quizzes

All quizzes must be completed on the Idaho Training Clearinghouse Learning Management System on the date(s) specified in the course site. Students must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.

Quiz 1 (20 points)

Quiz 2 (20 points)

Quiz 3 (20 points)

Final Assignment

Final Assignment (10 points)

1. Describe a child you work with or know. Include his or her age, learning needs and specific behavior challenges.
2. Choose any two of the following products to create to positively support this student:
 - Strengths & strategies profile [50 strengths & 50 strategies; must be completed by a team of at least 3 participants]
 - Crisis protocol (e.g., CALM) with a one-page description of your staff training plan
 - Movement differences profile: describe the struggles of a student using the language/model of movement differences & suggest 5-7 proposed supports [1-2 pages]
 - Visual supports: choose any 3 visual supports you saw in the presentation or on Amy Laurent's site & write 1-2 paragraphs about how you will implement each support
 - Create a power card/cards or a new social narrative for a students

Grading Policy

This is a Pass/Fail course.

1. Participants must earn an 80% score on each quiz to pass the course. Quizzes can be retaken until passed.
2. Credit participants must earn an 80% (80/100) on the final written assignment to pass the course.
3. Participants must complete the online course satisfaction survey.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Condensed Policy of Nondiscrimination

The University of Idaho has a policy of nondiscrimination on the basis of race, color, religion, national origin, sex, age, sexual orientation, disability, or status as a Vietnam era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Pregnancy Act of 1978, the Age Discrimination in Employment Act Amendments of 1978, the Americans With Disabilities Act of 1990, the Civil Rights Act of 1991, the Rehabilitation Act Reauthorization of 1992, and other state and federal laws and regulations.

Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, see Faculty Staff Handbook: [3220](#). Retaliation for bringing forward a complaint is prohibited, see [3810](#).

Questions or concerns about the content and application of these laws, regulations or University policy may be directed to the Director, Human Rights Access and Inclusion (885-4285); Coordinator of Disabled Student Services (885-6307); Idaho Commission on Human Rights (208-334-2873); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Seattle Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor (206-398-8000). Complaints about discrimination or harassment should be brought to the attention of the Human Rights Compliance Office (885-4285 or hrai@uidaho.edu).