

Behavioral, Academic, and Social Interventions for the Classroom™

Table of Contents

| | |
|---|-----------|
| Overview | 2 |
| Course Description..... | 2 |
| Course Materials..... | 2 |
| Required Text | 2 |
| Course Outcomes..... | 3 |
| Course Topical Outline | 4 |
| Course Portfolio Assessments | 7 |
| Bibliography | 9 |
| Additional Information..... | 11 |

Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

Behavioral, Academic, and Social Interventions for the Classroom is a 3-credit hour course that provides educators with research-based interventions in the behavioral, academic, and social areas of student performance. Utilizing a three-tiered response to intervention approach, educators use the solution-seeking cycle to gather information, identify issues, plan early interventions, and evaluate the effectiveness of those interventions. The course focuses on the teacher as the primary interventionist and activates universal and targeted classroom interventions to promote student resilience and to enhance the reach for success. The course emphasizes creating a learning alliance with students to demystify the learning experience, utilize strengths-based learning, collaboratively set goals, and monitor the progress and success of behavioral, academic, and social interventions.

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Required Text

Prior to class, download the App **OR** purchase the text to access in each class session:

- App for iPhone and iPad: [You Can Handle Them All](#) by Master Teacher
- Text: [You Can Handle Them All](#). DeBruyn, R. L., & Larson, J. L. (2009).

Research-based designed materials, web-based resources, selected research articles, research synthesis, and topical articles drawn from educational literature.

Course Outcomes

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

1. Evaluate course-related, research-based literature and resources, express opinions, and make correlations to the classroom and teacher practice.
2. Expand expertise and enhance teacher practice by researching, engaging in, and sharing methods, strategies, and activities related to behavioral, academic, and social interventions.
3. Apply course concepts by reflecting on teaching and making correlations to the classroom and teacher practice.
4. Create learning alliances with students that utilize data to demystify the learning experience, collaboratively set goals, and devise strengths-based learning and coping strategies interventions.
5. Design a learning experience that develops character strengths as a universal or targeted intervention.
6. Develop a targeted intervention plan for a student with behavioral, academic, and/or social issues in need of intervention.
7. Design a lesson for the classroom that engages learners through active, emotional, and real-world learning and utilizes critical and creative thinking.
8. Design a learning experience that develops social skills as a universal or targeted intervention.

Course Topical Outline

| | List of Concepts |
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| Section 1: Rationale | Welcome and introduction to the course; investigator interviews and introductions; social guidelines to establish a community of learners; section overview, objectives, section map, and research excerpts; why students are falling through the cracks; intervention and the rationale for the response to intervention approach; four educational philosophies and how these schools respond when students fail to learn; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires reflective practice. |
| Section 2: Foundations | Section overview, objectives, section map, and research excerpts; response to intervention educational approach; three-tiered model of the intervention pyramid: behavioral, academic, and social intervention; key elements of the PLS Intervention Model; article on discovering strengths; video: <i>Go Put Your Strengths to Work</i> ; myths and truths of strengths; strengths awareness and strengths-based learning in the classroom; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the research and review of educational literature; complete an assessment that requires research of methods, strategies, and activities that expand expertise. |
| Section 3: Discovery | Section overview, objectives, section map, and research excerpts; concept of learning alliances; compelling whys for learning alliances; learning alliance components: <ol style="list-style-type: none"> 1. gather information: importance of data-driven decisions, self-monitoring forms; |

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| | <p>2. demystify the learning experience: strengths-based learning, student types, and defense mechanisms; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice.</p> |
| <p>Section 4.1: Learning Alliances</p> | <p>Section overview, objectives, section map, and research excerpts; concept of learning alliances; compelling whys for learning alliances; learning alliance components:</p> <ol style="list-style-type: none"> 1. gather information: importance of data-driven decisions, self-monitoring forms; 2. demystify the learning experience: strengths-based learning, student types, and defense mechanisms; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice. |
| <p>Section 4.2: Learning Alliances</p> | <p>Strengths-awareness activities: quilt of my life, refine strengths and struggles, strengths inventory, network, balance the scales, and coping strategies for managing areas of difficulty; 3) collaboratively set goals: goal detective webs and learning mysteries; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of an activity and process for establishing a learning alliance with students.</p> |
| <p>Section 5.1: Behavioral Interventions</p> | <p>Section overview, objectives, section map, and research excerpts; characteristics and strengths of today’s student generation and correlations to the classroom: time, family structure, world issues, self-expression, and self-esteem; strengths and struggles of this student generation; positive character strengths; incorporate the development of positive character strengths in the existing curriculum: Aesop’s Fables</p> |

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| | <p>and cooperative activities; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of a learning experience that develops character strengths in students.</p> |
| <p>Section 5.2: Behavioral Interventions</p> | <p>Monitor and observe students in a simulated learning environment; stages of the Solution Seeking Cycle; critical thinking processes in Questions for Life; Solution Seeking Cycle and Questions for Life to plan targeted interventions; monitor progress and evaluate the effectiveness of intervention; collaborative follow-up sessions; Questions for Life to evaluate progress and make data-driven decisions; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete a synthesis assessment that requires the planning of a targeted intervention for a student with behavioral, academic, and/or social issues.</p> |
| <p>Section 6.1: Academic Interventions</p> | <p>Section overview, objectives, section map, and research excerpts; universal and targeted academic interventions; components of a REACH lesson: <i>Relevant and Real-World Connections</i>: relevance statements, performance-based objectives, design the “R” component of a REACH lesson; <i>Engaging and Emotional Experiences</i>: flexible grouping, strengths and interests, inductive experiences, inductive learning activity, design the “E” component of a REACH lesson; <i>Active Learning</i>: active thinking strategies, fixed and growth mindset, article about the perils of promises of praise, abstract and concrete continuum of learning experiences, experience and design the “R,” “E,” and “A” components of a lesson.</p> |

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| <p>Section 6.2: Academic Interventions</p> | <p><i>Creativity</i>: characteristics of creativity and creative thinkers, descriptive writing to solve a mystery, design the “C” component of a REACH lesson; <i>Higher-order Thinking</i>: problem-solving, critical thinking, and creative thinking in lessons; activity that utilizes problem-solving, critical thinking, and creative thinking; design the “H” component of a REACH lesson; work in collaborative grade-level groups to design a REACH lesson; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; expand expertise and enhance teacher practice in an exchange of methods, strategies, and activities; complete an assessment that requires the design of a lesson that incorporates each of the REACH criteria.</p> |
| <p>Section 7: Social Interventions</p> | <p>Section overview, objectives, section map, and research excerpts; social strengths and struggles of today’s student generation; bullying and bullying intervention; educate the victim; tips to handle the bully; bullying intervention for a classroom scenario; communication styles: passive, aggressive, passive-aggressive, and assertive; verbal and nonverbal cues of each style; one’s personal communication style in various situations; positive social interactions through assertive communication skills; three-level assertiveness response; universal and targeted intervention strategies that foster social awareness and promote a positive ripple effect in the classroom, school, and community; ripple effect activity; relevant strategies for the classroom; reflect on content learned and make correlations to the classroom and teacher practice; complete an assessment that requires the design of a learning experience that teaches social skills as a universal or targeted intervention; discuss the impact of content learned concluding activity.</p> |

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, participants complete a Course Portfolio which includes a multicomponent Action Research Project comprised of several Action Research Assessments, as well as multiple Application Assessments aligned to Course Outcomes. The Action Research Assessments comprise 50% of the final grade and the Application Assessments comprise the other 50% of the final grade in accordance with the Course Portfolio Assessments table shown here. Grades are assigned in accordance with the criteria for each corresponding rubric.

| Course Portfolio | Pts. | Correlations to Course Outcomes |
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| Assessment 1: Resource Reviews | 30 | Outcome 1 |
| Assessment 2: Expanding Expertise | 35 | Outcome 2 |
| Assessment 3: Reflect and Respond | 20 | Outcome 3 |
| Assessment 4: Assessment 4: Learning Alliances | 20 | Outcome 4 |
| Assessment 5: Developing Character Strengths | 15 | Outcome 5 |
| Assessment 6: Planning a Targeted Intervention | 35 | Outcome 6 |
| Assessment 7: Designing a REACH Lesson | 30 | Outcome 7 |
| Assessment 8: Social Interventions | 15 | Outcome 8 |
| Action Research Assessments Total | 100 | |
| Application Assessments Total | 100 | |
| Course Portfolio Total | 200 | |
| Virtual Classroom and Reflection/Discussion Forum {REMOTE LEARNING ONLY} | TBD | Outcome 3 |
| Supplemental Assessment 1: Student Self-Monitoring | [15] | Outcome 4 |
| Supplemental Assessment 2: Schoolwide Intervention Resources | [15] | Outcome 6 |
| Final Course Portfolio Total | | |

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Additional Information

For additional information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.