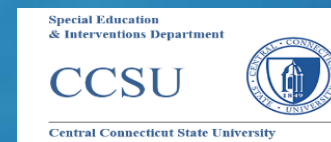


Using the CEEDAR Course Enhancement Module for Behavior Management to Support Pre-Service Candidate Learning and In-Service Teacher Professional Development



Dr. Kara Faraclas & Dr. Judy Terpstra,
Southern Connecticut State University

Dr. Don Briere, Director of Educational Services
Hebron Public Schools

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Disclaimer

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Overview of CEEDAR CEMs

- ✧ **Course Enhancement Modules (CEMs)** are resources for faculty and professional development providers that focus on evidence-based practices in various content (literacy, behavior management, leadership, etc.)

<http://cedar.education.ufl.edu/cems/>

- ✧ **Learning Resources**

- Connections to standards—references to the content standards that will be addressed in the CEM
- Anchor PowerPoint presentation covering the content
- Speaker notes
- Sample activities
- **Multimedia**—audio and video related to the content
- **Course & PD Outlines**—examples of course syllabi and PD outline
- **References**—a reference list of supporting citations and materials

Classroom and Behavior Management CEM Overview

Participants learn about assessment tools and intervention practices that can be integrated within a comprehensive, evidence-based behavioral intervention program.

Participants Learn About

- ✧ Multiple levels of interventions (e.g., school-wide, class-wide, small-group, individual supports)
- ✧ Using behavioral data to guide intervention decisions, matching the behavioral intervention to the function of behavior and the intensity of a student's needs
- ✧ Becoming proactive, positive problem-solvers who anticipate and design interventions to prevent instances in which students are likely to experience an academic or behavioral challenge that interferes with their learning

CEM Objectives

- ✧ Understand the characteristics of successful schools, teachers, and students
- ✧ Link academic instruction and classroom management strategies
- ✧ Explain the ABCs of behavior
- ✧ Understand multi-tiered systems of support including PBIS, SW-PBIS, and class-wide behavior interventions
- ✧ Explain supplemental interventions and their implementation
- ✧ Understand the importance of progress monitoring, data collection, and targeting behaviors

5 Module Sections

1. Introduction
2. Universal Behavioral Interventions
3. Supplemental Behavioral Interventions
4. Identifying and Monitoring a Target Behavior for Intensive Intervention
5. Intensive Intervention

Module Resources

Each module has resources

- ✧ PowerPoint slides
- ✧ Multi-media resources (e.g., videos)
- ✧ Handouts (e.g., article, case study)
- ✧ Facilitator Guide

I - Introduction

- ✧ Characteristics of successful schools, teachers, and students
- ✧ Interrelationship between behavior and academics
- ✧ Behavior explained in terms of its antecedents and consequences, setting the stage for matching function to intervention at all levels of support
- ✧ Describes wide variety of students who present with challenging behaviors, outcomes for students with disabilities, and real-life case studies

II – Universal Behavioral Interventions

- ✧ Multi-tiered Systems of Supports
- ✧ Positive Behavior Interventions and Supports (PBIS) Continuum
- ✧ Universal Intervention: School-wide Positive Behavioral Interventions and Supports (SW-PBIS)
- ✧ Class-wide Behavioral Interventions

III – Supplemental Behavior Interventions

- ✧ What Are Supplemental Interventions?
- ✧ Implementation Process
 - Identify Need, Plan Intervention, Implement Intervention and Monitor Progress
- ✧ Importance of Evidence-Based Interventions and Fidelity of Implementation
- ✧ Examples of Supplemental Interventions and Strategies (e.g, social skills training, and CICO)
- ✧ Measuring Student Progress
- ✧ Case Studies

IV – Identifying & Monitoring Target Behavior for Intensive Intervention

- ✧ Data-Based Individualization
- ✧ Gathering Information on Behavior
 - Direct observation, interviews, ABC
- ✧ Identifying Target Behaviors
- ✧ Progress Monitoring Target Behaviors
- ✧ Case Study: Progress Monitoring Jeff's Target Behaviors

V – Intensive Intervention

- ✧ Functional Assessment of Behavior
- ✧ Function-Based Interventions
- ✧ Classroom Culture and Wraparound Services
- ✧ Documenting Intervention and Evaluation
- ✧ Case Study: Supporting Ryan With DBI
- ✧ Restraint and Seclusion

Perspectives from 3 Faculty Members

Faculty Use of CEM

- ✧ Integration of CEM into Courses
- ✧ Student Assignments
- ✧ How did it work out?

Dr. Kara Faraclas

Southern Connecticut State University

- ✧ Introductory Course on Classroom and Behavior Management for Students Getting Initial Certification
- ✧ Almost All Graduate Students – many had previous experience as:
 - Regular education teachers
 - Paraprofessionals
 - Behavior Technicians or Therapists under supervision of BCBAs

How was CEM Integrated into Course Curriculum?

- ✧ Opportunity to Pilot
 - Used materials in all modules
- ✧ Used in Different Sequence
 - In order to prepare students for field experience and behavior intervention project
- ✧ Integrated into existing course framework
 - Sometimes CEM took the lead
 - Sometimes CEM supplemented my lecture

How Were Materials Used?

- ✧ 60% Materials used in class
 - Integrated PowerPoints into Lectures
 - Used Some Activities
- ✧ 40% Assigned as independent work
 - Used Handouts and PowerPoints
 - Created Assignments to Check Comprehension
 - Reviewed through Q&A in Class

How Did It Work for Me?

- ✧ CEM contains A LOT of materials
- ✧ CEM largely “behaviorist” approach
- ✧ Students particularly enjoyed the activities, examples and case studies
- ✧ All of the material matched content I typically presented in my course
- ✧ Students reported some redundancies
- ✧ Mixed results for self-guided study

Dr. Judy Terpstra

Southern Connecticut State University

- ✧ CEM was integrated into a certification level Classroom Management course.
- ✧ Undergraduate students with minimal experience.
- ✧ Major project was to create a Behavior Modification Plan

How was CEM Integrated into Course Curriculum?

- ✧ Pilot program
- ✧ Most of the materials from each section were used to support the curriculum
- ✧ The sequence of the CEM was adjusted for consistency and to support class assignments
- ✧ During most topics, previously used lecture materials became supplementary and the CEM materials were used primarily to lead the lecture

How Were Materials Used?

- ✧ Powerpoints were used during lectures and also posted online for student access.
- ✧ The activities were beneficial throughout the course.
- ✧ Specific examples and models from the Powerpoints provided additional clarity to the students on various topics.

How Did It Work for Me?

- ✧ This was a beneficial process and a great supplement to this course.
- ✧ I will definitely incorporate the CEM into the course again.
- ✧ A second use will allow me to understand the aspects that were most beneficial for the students in our program.

Dr. Don Briere

Central Connecticut State University

- ✧ **Course Title:** Cognitive Behavior Management and Social Skill Strategies (**hybrid format**)
- ✧ **Class Details:** 20 Graduate Level students (Special Education track). Most have experience around CT as paraprofessionals, Behavior Technicians, or regular ed. Teachers
- ✧ **Major Course Assignments:**
 - Functional Behavior Analysis
 - Competing Pathways
 - Behavior Support Plan

How was CEM Integrated into Course Curriculum?

✧ Prior to course:

- *Reviewed* all CEM materials
- *Selected* specific materials from each module to enhance/extend course PowerPoints, activities, and online assignments.
- CEM materials *integrated* into online “Review and Respond” assignments and placed in separate “CEEDAR Resources” folder on Schoology for students to access.

How was CEM Integrated into Course Curriculum?

✧ During Course:

- Students **prompted** to review and utilize posted resources.

✧ Course Wrap-Up and Post-Course:

- resources used to **inform** major assignments
- materials **accessible** through Schoology and/or through CEEDAR website.

How Did It Work for Me?

- ✧ **Broad** and **aligned** materials
- ✧ Some organizational challenges noted **at first** (redundant)
- ✧ Some resources **overlapped** with content and resources already developed
- ✧ Provided students with even more resource options to use for **assignments**
- ✧ Greatest benefit was ability to strategically select materials to **enhance** (vs. replace) typical course curriculum

Faculty Feedback

✧ CEM content

- Well organized
- Covers critical concepts, tools and strategies
- Sufficient depth for students to gain knowledge of and use strategies to positively support students with challenging behaviors

✧ CEM resources

- Easy to use
- Effective and interesting for students
- Up-to-date consumable resources (readings, videos)
- Available to students for future reference

Candidate Feedback

43 candidates in 3 pilot courses rated the CEM:

- ✧ 98% agreed (agreement or strong agreement) that CEM content helped improve knowledge of behavior management
- ✧ 98 % agreed that CEM helped improve understanding of how to use behavior management strategies
- ✧ 98% agreed powerpoint were easy to understand
- ✧ 93% agreed that CEM activities and readings helped improve knowledge
- ✧ 31 or 38 (82%) candidates indicated using CEM behavior management strategies during clinical experiences
- ✧ 34 or 41 (83%) candidates indicated they would like to use CEM when employed as a teacher for reference or refresher

Faculty Recommendations

- ✧ Recommend use for Educator Preparation Programs AND PD in Schools and Districts
- ✧ Schedule sufficient planning time in order to use the materials effectively
- ✧ Provide “walk through” to help users navigate and find desired content
- ✧ For novice teachers, consider first introducing strategies with less technical content (overview)
- ✧ For independent use, consider providing some additional guidance materials and narration

Questions?

- ✧ Course Enhancement Modules:
<http://cedar.education.ufl.edu/cems/>
- ✧ Feedback Summaries:
<http://cedar.education.ufl.edu/cedar-ct-save-the-date/>