

BEST Summer Institute Course: Accentuate the Positive
 (EDSP 295, 3 credits, CRN 61034) *Syllabus Updated : 6/30/09*
<http://www.uvm.edu/~cdci/best/?Page=sicourse2009.html>

Instructors: (You will be assigned a scoring instructor at the Summer Institute)

	<p>Jesse C. Suter, Ph.D., Course Instructor UVM/Center on Disability and Community Inclusion 311 Mann Hall, 208 Colchester Ave, Burlington, VT 05405 802-656-1130 jesse.suter@uvm.edu</p>
	<p>Richard Boltax M.Ed. BEST Co-Coordinator; PBS Implementation Coach richard.boltax@state.vt.us</p>
	<p>Doug Dows PBS Implementation Coach Doug.Dows@state.vt.us</p>
	<p>Bev Heise, M.S. PBS Implementation Coach Beverly.Heise@state.vt.us</p>
	<p>Ken Kramberg M.Ed. BEST Team Member; PBS Implementation Coach kenkramberg@gmail.com</p>
	<p>Carol Randall, M.Ed. PBS Implementation Coach Carol.Randall@state.vt.us</p>
	<p>Sherry Schoenberg M.A. BEST Team Member; PBS Implementation Coach sherscho@sover.net</p>
	<p>Josh Souliere PBS Implementation Coach Josh.Souliere@state.vt.us</p>

Meeting dates and times:

Summer Schedule: Monday, June 22 through Thursday, June 25, 2009 (*see attached schedule in appendix*)

Fall Schedule: August 25 through December 5, 2009.

Locations: 6/22 – 6/25/09: Killington Grand Resort (<http://www.killington.com/>)
8/25 – 12/4/09: At your school.

Course Description: Everyone taking this course needs to register for the BEST Summer Institute 2009 and attend as part of a school team. This year's BEST Summer Institute will have teams of educators sharing and learning strategies for improving positive strategies and supports for students in their classrooms, schools and communities. Coursework and assignments start at the institute and continue through the Fall of 2009 when back in your classroom or school.

Goals:

Students will:

1. Register and attend the BEST Summer Institute as part of a school team
2. Choose and attend one, Strand/mini course for four mornings
3. Choose and attend one, Wednesday morning Workshop
4. Meet with your school team during Team Time each day to develop school action plan
5. Attend 2 keynote presentations plus all other institute related activities
6. Read & review one book of your choice related to strand topic or institute theme
7. Develop a personal action-plan for a project to be implemented when back at your school.
8. Implement your project and write a reflective/ summary including actual examples of work

Learning Outcomes:

Students will:

1. Gain knowledge about using positive methods for meeting the needs of students with emotional and behavioral challenges.
2. Develop and improve competencies working with youth with emotional and behavioral challenges and all students.
3. Gain knowledge and skills specific to the strands and workshops they choose.
4. Apply their knowledge and skills with their individual student projects and their school plans in the 2009-2010 school year.

General Course Information

Course Policies/Expectations:

Respect & Dignity of All Persons

People with disabilities (especially those with severe and multiple disabilities) have historically been subjected to segregation and discrimination in virtually all aspects of community life (e.g., education, housing, work, recreation). Like many other minority groups of people, many stereotypes and unwarranted assumptions exist about individuals with disabilities that are reflected in terminology and other language that often serves to perpetuate these unhelpful stereotypes and limit opportunities for these individuals. Our use of language is a powerful mitigating factor in coloring our experiences and perceptions. Therefore, students expected to be especially mindful that all class interactions and homework assignments are expected to reflect respectful and dignified language when referring to people with disabilities. In part, this means using "people first" language (see listed web sites) and avoiding antiquated terminology.

www.disabilityisnatural.com/peoplefirstlanguage.htm

www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm

Confidentiality

Members of the course are practicing professionals and may otherwise be personally acquainted with people who have disabilities, their families, and service providers. Undoubtedly, in the course of practicum projects, assignments, or other class communication, students will share their personal experiences related to class content. Therefore, it is vital that all such communications respect the confidentiality of those individuals with disabilities, their families, and service providers. This means that in sharing with the instructor or class members *do not use the names* of individuals or other identifying information. If such identifying information is inadvertently disclosed, you are obliged to keep that information confidential.

Homework Assignments

Spelling, grammar, and professional presentation matter! Remember to put your name and date on all homework submissions. All assignments must be computer generated (*please, no handwritten submissions*). Unless otherwise noted in the directions for a specific assignment, all written work should be double-spaced in an easily-readable, 12-point font (e.g., Times, Palatino, Helvetica).

All class assignments are to be received by the instructor no later than the date an assignment is due (as noted later in this syllabus). Late work will be accepted only at the discretion of the instructor and points may be deducted.

Attendance Expectations:

Students must attend the BEST Summer Institute, the strands and workshops they signed up for, and complete independent projects at their local schools in the fall. Students must turn in an attendance sheet at the last day of the BEST Summer Institute as well as signing their daily attendance sheets for their strand, Wednesday workshop, and team time packets.

Religious Observance:

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Contributions in Class:

Students are expected to actively participate in their strands, workshops, and other summer institute related events. In particular, students must attend the institute with their school team, and participate actively each day in the school team's action plan development. For the practicum activities that occur after the summer institute, students are expected to take an active role in all contributions related to the course. Students must propose their individual projects, incorporate feedback from the instructor, and implement the project in their local schools.

Academic Honesty & Professionalism:

All students are required to be familiar with and adhere to "Code of Academic Integrity" which can be found: <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>

Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what accommodations will be necessary. If you are unfamiliar with ACCESS, visit their website at <http://www.uvm.edu/access> to learn more about the services they provide. ACCESS: A-170 Living Learning Center, University of Vermont, Burlington, VT 05405. PH: 802-656-7753, TTY: call 711 (relay), Fax: 802-656-0739, Email: access@uvm.edu, Instant Messenger: UVMaccess. General office hours: 8:30am – 4:30pm Monday through Friday. Call to make an appointment.

Required and/or recommended readings:

Required Readings

Students are to select and read **ONE** book from the course book list based on the institute theme or their strand attended. If you would like to read a book not on the provided list, please contact your scoring instructor to determine if your book is acceptable.

Book list will be available mid-May 2009.

In addition, students are to read the selected chapters, articles or other readings indicated by their strand presenter (on their Strand Description Page on BEST web site) prior to attending the summer institute: <http://www.uvm.edu/~cdci/best/?Page=strands.html>

Week-by-Week Reading Rubric:

Date	Reading Activity
Before June 22 (prior to institute)	Read the description of your strand and workshop online to determine if you have any required reading prior to the institute http://uvm.edu/~cdci/best/institute.html
June 25 – August 30	Choose a book related to the institute theme or your strand. Read the book and complete a book review by August 30.
August 30 – December 4	Use the book you read plus list of recommended and supplemental readings to support rationale and implementation of individual project.

Electronic Submissions/Internet Use: -

Assignments 3, 4, & 5 must be computer generated (*please, no handwritten submissions*) and emailed to your grading instructor by the date they are due. Submitted files must be either compatible with Microsoft Word or sent in Portable Document Format (PDF). You should receive a reply via email that your assignment was received. If you do not receive a response that means it was not received. It is your responsibility to make sure that your assignment arrives (it's not enough that it was sent -- at times things go wrong in cyberspace). So please retain electronic copies of all of your submitted work for the semester until you receive your final grade.

Students will be required to check their UVM e-mail periodically for communications about this course. Instructions on how to use and setup your UVM accounts can be found at the Continuing Education website for educators: http://learn.uvm.edu/contract_courses/teacher.php

It is your responsibility to make sure you have given the instructor your correct email

Student Evaluation/Assessment

Grading:

Assignments have been numerically weighted, and total score of 100 points is possible. Per UVM graduate policy, any grade below a C- is considered failing. Further, students taking this course as part of the graduate concentration must maintain an average grade of B in all concentration coursework (and no less than a B- in any one class) to remain in the program.

A+	100-97	B+	87-89	C+	77-79	F	below 70
A	94-96	B	84-86	C	74-76		
A-	90-93	B-	80-83	C-	70-73		

Description of Class Assignments: There are five assignments for this course.

(1) Register online for course and contact instructor by June 22.

For this assignment there are three things you need to do:

- (a) Read all information on the website *Education Contract Course Information for Teachers & Education Professionals* http://learn.uvm.edu/contract_courses/teacher.php You are responsible for following all instructions for educators taking contract courses through UVM.
- (b) Register for graduate credit by following the link at the top of the page “REGISTER NOW”
 - i. At the top of the screen there is a pull-down menu titled, “CRN and Instructor.” In this menu choose “61034 EDSP 295 Suter” under the “Summer 2009 Courses”
 - ii. Complete the rest of the form.
- (c) Once you have registered, send an email to your instructor Jesse Suter (jesse.suter@uvm.edu) with your name, school, and indicate you have read the above information.

(2) Attend BEST Summer Institute (June 22 – June 25)

Attend the 2009 BEST Summer Institute. Attend the morning keynotes, one, 4-day strand, one Wed. workshop, and team time each day. Complete Attendance Sheet (see appendix) and turn in to registration desk on Thursday, June 25th by 12:30 p.m. Students are also responsible for signing their strand and Wednesday workshop attendance sheets and their team time packets.

(3) Book Review (due August 30)

Select one book related to the BEST Summer Institute theme and/or your strand (from the provided book list) to read for your book review. Write a brief review (3-4 double spaced pages) focusing on (a) why you chose the book based on your professional development goals, (b) strengths & limitations of the book, and (c) how specifically the book applies to your school project for this course, and your school overall. You will also need to report in your project summary (see below) how you used your book to inform your project.

(4) School Project Proposal Action Plan (due August 30)

Following the institute, you will complete an independent school practicum project. This can be connected to your school team’s action plan, but your project must reflect your independent work. Similarly, your project proposal and summary (see below) should focus on the work you accomplished. The first step for this project is Assignment #4: to propose what your school project will be by completing the *School Project Proposal Action Plan* (see appendix). You will need to completely and thoughtfully respond to all questions on the form to receive full credit. After turning in your proposal you will receive feedback from your scoring instructor that you should incorporate into your project.

(5) School Project Summary (due December 4)

After receiving feedback on your action plan, you will implement your school project during the Fall of 2009. After you complete your project, you need to write a brief summary of the project (3-4 double spaced pages). Your summary should address all components of the action plan (*see appendix*): (a) Description & rationale, (b) Goals & objectives, (c) Activities & resources, (d) Timeline & sustainability, (e) Evaluation, and (f) Reflections about what you learned and obstacles addressed. You should also report how the book you chose for the book review was used for the project **and include attachments with examples of your project, lessons, plans, activities,**

presentation outlines, and pictures as appropriate. Edit your work for spelling, punctuation, and grammar prior to sending.

Scoring Rubrics: The following rubrics show the expectations for each assignment.

<i>(1) Register online for course and contact instructor</i>	<i>This is required assignment for receiving course credit; no points are awarded.</i>
Read contract course information online.	
Register online	
Send email to instructor with name, school, and statement they have read contract course info online	
Due: June 22	

<i>(2) Attend BEST Summer Institute</i>	<i>Max Points</i>	Due:
Day 1 of Summer Institute	5	June 22
Day 2 of Summer Institute	5	June 23
Day 3 of Summer Institute	5	June 24
Day 4 of Summer Institute	5	June 25 – turn in attendance sheet by 12:30 p.m.
Total Possible Points	20	

<i>(3) Book Review should include</i>	<i>Max Points</i>	Due: August 30
Connection of book to your professional development goals.	3	<i>One point deducted for every day late.</i>
Strengths of book	2	
Limitations of book	2	<i>Full points will be awarded for each section based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, & legibility).</i>
How book applies to your project or school	3	
Total Possible Points	10	

<i>(4) School Project Proposal Action Plan</i>	<i>Max Points</i>	Due: August 30
Description & rationale	5	<i>One point deducted for every day late.</i>
Goals & objectives	5	
Activities & resources	5	<i>Full points will be awarded for each section based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, & legibility).</i>
Timeline & sustainability	5	
Evaluation	5	
Reflection	5	
Total Possible Points	30	

(5) School Project Summary	Max Points	Due: December 4 <i>One point deducted for every day late.</i> <i>Full points will be awarded for each area based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, & legibility).</i>
Description & rationale	6	
Goals & objectives	6	
Activities & resources	6	
Timeline & sustainability	6	
Evaluation	6	
Reflection	6	
Connection to book	4	
Total Possible Points	40	

Percentage Contribution of Each Assignment and Due Dates:

<i>Assignment</i>	<i>Date Due</i>	<i>Percentage of Grade</i>
(1) Register online for course and contact instructor	June 22	0
(2) Attend BEST Summer Institute	June 22-25	20
(3) Book Review	August 30	10
(4) School Project Proposal Action Plan	August 30	30
(5) School Project Summary	December 4	40

Supplemental Readings:

Alberto, P. A. & Troutman, A. C. (2008). *Applied Behavior Analysis for Teachers* (8th ed). New York: Prentice Hall.

Bambara, L. M. & Kern, L. (2005). *Individualized Supports for Students with Problem Behaviors: Designing Positive Behavior Plans*. New York: Guilford Press.

Brooks, A., Todd, A. W., Tofflemoyer, S., & Horner, R. H. (2003). Use of functional assessment and a self-management system to increase academic engagement and work completion. *Journal of Positive Behavior Intervention*, 5, 144-152.

Crimmins, D., Farrell, A. F., Smith, P. W., & Bailey, A. (2008). *Positive strategies for students with behavior problems*. Baltimore: Brookes Publishing Co.

Eber, L., Sugai, G., Smith, C., & Scott, T. M. (2002). Wraparound and Positive Behavioral Interventions and Supports in the Schools. *Journal of Emotional and Behavioral Disorders*. 10(3), 171-180.

Horner, R. & Sugai, S. (2007). *Is school-wide positive behavior support an evidence-based practice? A research summary*. Retrieved from OSEP Center on Positive Behavioral Interventions and Supports: <http://www.pbis.org/researchLiterature.htm>

Scott, T. M., & Eber, L. (2003). Functional assessment and wraparound as systemic school processes: Primary, secondary, and tertiary systems examples. *Journal of Positive Behavior Interventions*, 5, 131-143.

Many other practical readings may be found online at OSEP Center on Positive Behavioral Interventions and Supports: <http://www.pbis.org>

Instructional Sequence:

Dates	Instructional Sequence
June 22 – June 25, 2009	Please see BEST Summer Institute 2009 schedule on next page.
June 25 – August 30	No meetings. Work independently to complete Assignments 3 & 4. Contact instructor with any questions.
August 30 – December 4	After receiving feedback on Proposal Action Plan, implement School Project at your school. Complete summary and turn in by December 4.

Appendices:

1. BEST Summer Institute Schedule Page 10
2. BEST Summer Institute Attendance Sheet Page 11
3. Project Proposal Action Plan & Project Summary Outline Page 12

BEST Summer Institute 2009 - Schedule

Monday 6/22	Tuesday 6/23	Wednesday 6/24	Thursday 6/25
7:00 - 8:00 Refreshments & Registration	7:00 – 7:45 Refreshments & Networking Activities	7:00 – 7:45 Refreshments & Networking Activities	7:00 – 7:45 Refreshments & Networking Activities
8:00 - 8:30 Welcome! Opening Remarks	7:45 - 8:00 Morning Announcements & Agenda	7:45 - 8:00 Morning Announcements & Agenda	7:45 - 8:00 Morning Announcements & Agenda
8:30 - 9:30 Keynote: Glen Dunlap	8:00 - 9:00 Keynote: Ross Greene	8:00 - 9:30 Workshops	8:15 - 10:00 Strand Time <hr/> 10:00 - 10:30 Check-out/ Break <i>Turn in Attendance Sheet</i>
9:45 - 12:30 Strand Time	9:15 - 12:30 Strand Time	9:45 - 12:30 Strand Time	10:30 - 12:30 Strand Time
12:30 - 1:30 Lunch & Networking Opportunities	12:30 - 1:30 Lunch & Networking Opportunities	12:30 - 1:30 Lunch & Networking Opportunities	12:30 - 1:45 Lunch & Closing Activities (General Session)
1:30 - 5:00 Team Time	1:30 - 5:00 Team Time	1:30 - 5:00 Team Time	1:45 - 5:00 Team Time
Dinner on your own	Dinner on your own	6:30 - 7:30 Dinner on your own <hr/> 7:30 - 10:30 DANCE	5:00 Institute Ends!

BEST Summer Institute Course 2009 – Attendance Sheet

Name: _____ School: _____

Directions:

1. Each day, circle the events you attended including morning announcements, keynotes, the Wednesday workshop, your strand, and team time.
2. On Thursday by 12:30 pm, sign and turn in your completed attendance sheet to Graduate Class Attendance Box at the BEST Summer Institute Registration Desk.
3. You are also responsible for signing your daily strand attendance sheet, your Wednesday workshop attendance sheet, and your team time packet each day.

Monday 6/22	Tuesday 6/23	Wednesday 6/24	Thursday 6/25
Welcome	Announcements	Announcements	Announcements
Keynote	Keynote	Workshop	
Strand	Strand	Strand	Strand
Team Time	Team Time	Team Time	Team Time
		Dance (<i>extra credit!</i>)	

Signature

School Project Proposal Action Plan Components & Outline for School Project Summary

Directions: The purpose of the action plan is to help you design a successful school project. Each of the sections below should be completed fully and thoughtfully, and each section should logically connect to the others (e.g., outcomes should clearly connect to the activities which should clearly be connected to your goals & objectives).

<i>Project description & rationale</i>	➔	<i>Goals & objectives</i>	➔	<i>Activities & Resources</i>	➔	<i>Outcomes</i>
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Description & Rationale

- What is the project? Where is your project located?
- How does project meet the needs of your school?
- What is the research or theoretical rationale?

Goals & Objectives (What are the short, mid, and long-term goals + specific & measurable objectives for each goal?)

- Short-term goal
 - Objective one
 - Objective two
- Mid-term goal
 - Objective one
 - Objective two
- Long-term goal
 - Objective one
 - Objective two

Activities & Resources

- What are the steps/activities required to meet each of your goals/objectives?
- What resources and people will be necessary to complete (and evaluate) your project?

Timeline & Sustainability

- What are the expected completion dates for all identified activities?
- What steps will be taken to ensure the project continues (explain if not applicable)?

Evaluation

- What are the expected outcomes if you successfully reach your goals and objectives?
- How will you measure these outcomes?

Reflections & comments

- What are your thoughts, questions, or concerns about this project?
- What obstacles do you anticipate?
- What do you hope to learn from this experience?