Title: BEST Institute 2013

Course: EDSP 295 CRN TBD

Credits: 3.0 (meeting times and independent course work to equal 45 hours for 3-credits)

Fee: Approx. $546

Instructor: Cassandra Townshend, MSW

Meeting Dates, Times and Locations:
March 27-29, 8:30-3:30 (Universal Training) in ESA Regions
OR
March 13-15, 8:30- 3:30 OR March 20-22, 8:30-3:30 (Targeted Training) in ESA Regions
OR
June 24-27, 8:00-5:00 (BEST Summer Institute)
Killington Grand Resort, Killington, VT

The remaining student-designed practicum projects and course assignments represent the remaining course time and will occur at the student’s school

Course Description:
Everyone taking this course needs to register for and attend as part of a school team one of the VTPBiS trainings in March OR the BEST Summer Institute. Both the VTPBiS Trainings in March as well as the 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 trainings and continue through the Fall of 2013 when back in your classroom or school.

*Attendees of the BEST Summer Institute who plan to take this course do not need to focus on PBIS.

Goals:

Students will:

1. Register and attend the VTPBiS Training in March or BEST Summer Institute as part of a school team
2. Meet with your school team during Team Time each day to develop school action plan
3. Attend all related Training/Institute activities
4. Read & review a book(s) of your choice related to your Training Topic or Institute Strand
5. Develop a personal action-plan for a project to be implemented when back at your school.
6. 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 projects and their school action plans in the 2013-2014 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
www.wvddc.org/people_first.html

Confidentiality
Many members of the class are practicing professionals and/or otherwise are 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 **ONE** of the following Trainings:

1) VTPBiS Universal or Targeted Training in March
2) The BEST Summer Institute in June (the strands and workshops they signed up for)

Students must complete independent projects at their local schools in the fall.

**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 trainings/strands/workshops, and other Training/Institute related events. In particular, students must attend the VTPBiS Training or 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 VTPBiS Trainings and 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 the “Academic Honesty Policy Procedures” delineated in the following website. [http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf](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](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
BEST Summer Institute in June:

Students are to select and read ONE book of their choosing based on the institute theme or their strand attended. Please contact your instructor to determine if your book is acceptable. See list of Recommended Readings at end of syllabus.

In addition, students are to read the selected chapters, articles or literature indicated by their Strand presenter (on their Strand Description Page on BEST web site) prior to attending the BEST Summer Institute: http://uvm.edu/~cdci/best/institute.html

VTPBiS UNIVERSAL Training in March or June:

Students are to select and read ONE of the following books and write a brief book review:


VTPBiS TARGETED Training In March or June:

There are two required readings for this course:


Students are to read both books provided at targeted training and choose one to write a brief book review.

Continue to revisit the BEST web site for new additions (What’s New), updates and changes.

**Week-by-Week Reading Rubric:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 12 – August 26</td>
<td>Choose a book related to your Training/Institute theme or your strand. Read the book(s) and complete a book review by August 26.</td>
</tr>
<tr>
<td>August 26 – December 4</td>
<td>Use the book you read plus list of recommended and supplemental readings to support rationale and implementation of individual project.</td>
</tr>
</tbody>
</table>
Assignments 2, 3, & 4 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-97</td>
<td>B+</td>
<td>87-89</td>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>below 70</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
<td>B</td>
<td>84-86</td>
<td>C</td>
<td>74-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>B-</td>
<td>80-83</td>
<td>C-</td>
<td>70-73</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Description of Class Assignments:

There are four assignments for this course.

1. Attend ONE of the following:
   a. VTPBiS Universal or Targeted Training in March
      - Attend the Training and participate in team time. Complete Attendance Sheet and turn in to registration desk on the last day of training.
   b. The BEST Summer Institute in June
      - Attend the morning keynotes, one, 4-day strand, one Wed. workshop, and team time each day. Complete Attendance Sheet and turn in to registration desk on Thursday, June 27th by 1:15pm.
(2) **Book Review (due August 26)**

Select one book related to the VTPBiS Universal or Targeted Training or the BEST Summer Institute theme and/or your strand 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.

(3) **School Project Proposal Action Plan (due August 26)**

Following the VTPBiS Universal or Targeted Trainings or the BEST 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 (last 2 pages of syllabus). 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.

(4) **School Project Summary (due December 4)**

After receiving feedback on your action plan, you will implement your school project during the Fall of 2013. 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: (a) Description & rationale, (b) Goals & objectives, (c) Procedure & 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.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Max Points</th>
<th>Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend All Training Days</td>
<td>15</td>
<td>March or June</td>
</tr>
<tr>
<td>Turn in Attendance Sheet</td>
<td>5</td>
<td>Submit on the last day of training</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>20</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Book Review should include</th>
<th>Max Points</th>
<th>Due: August 26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection of book to your professional development goals.</td>
<td>3</td>
<td>One point deducted for every day late.</td>
</tr>
<tr>
<td>Strengths of book</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Limitations of book</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
How book applies to your project or school | 3 | Full points will be awarded for each section based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, & legibility).

**Total Possible Points** | 10 |

### (3) School Project Proposal Action Plan

<table>
<thead>
<tr>
<th>Section</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description &amp; rationale</td>
<td>5</td>
</tr>
<tr>
<td>Goals &amp; objectives</td>
<td>5</td>
</tr>
<tr>
<td>Procedure &amp; resources</td>
<td>5</td>
</tr>
<tr>
<td>Timeline &amp; sustainability</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation</td>
<td>5</td>
</tr>
<tr>
<td>Reflection</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Possible Points** | 30 |

- One point deducted for every day late.
- Full points will be awarded for each section based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, & legibility).

### (4) School Project Summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Max Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description &amp; rationale</td>
<td>6</td>
</tr>
<tr>
<td>Goals &amp; objectives</td>
<td>6</td>
</tr>
<tr>
<td>Procedure &amp; resources</td>
<td>6</td>
</tr>
<tr>
<td>Timeline &amp; sustainability</td>
<td>6</td>
</tr>
<tr>
<td>Evaluation</td>
<td>6</td>
</tr>
<tr>
<td>Reflection</td>
<td>6</td>
</tr>
<tr>
<td>Connection to book</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Possible Points** | 40 |

- One point deducted for every day late.
- Full points will be awarded for each area based on the completeness of thoughts, ideas, and clarity (quality, grammar, spelling, & legibility).

### Percentage Contribution of Each Assignment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Date Due</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Attend VTPBiS Universal or Targeted Training in March OR</td>
<td>March 13-15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>March 20-22</td>
<td></td>
</tr>
<tr>
<td></td>
<td>March 27-29</td>
<td></td>
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<tr>
<td></td>
<td>June 25-28</td>
<td></td>
</tr>
<tr>
<td>(2) Book Review</td>
<td>August 26</td>
<td>10</td>
</tr>
</tbody>
</table>
Instructional Sequence:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Instructional Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 13 – June 27, 2013</td>
<td>Attend ONE Training/Institute</td>
</tr>
<tr>
<td>June 27 – August 26</td>
<td>No meetings. Work independently to complete Assignments 3 &amp; 4. Contact instructor with any questions.</td>
</tr>
</tbody>
</table>

Recommended Readings:


Dweck, Carol (2009). Mind Set. Guildan Media Corp


McNulty, Ray.(2009) It's Not Us Against Them — Creating the Schools We Need, published in 2009 by the International Center.


Many other practical readings may be found online at OSEP Center on Positive Behavioral Interventions and Supports: http://www.pbis.org
## School Project Proposal Action Plan

**Student Name:** __________________________

**Project title:** __________________________

**Date:** __________________________

### 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 for this project?
- What are the specific objectives?

### Procedure & Resources

- What are the steps/activities required to meet your goals/objectives?
- What resources and people will be necessary to complete (and evaluate) your project?
<table>
<thead>
<tr>
<th><strong>Timeline &amp; Sustainability</strong></th>
<th><strong>Evaluation</strong></th>
<th><strong>Reflections &amp; comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ What are the expected completion dates for all identified activities?</td>
<td>❑ What are the short, mid, and long-term outcomes of this project (should connect to goals)?</td>
<td>❑ What are your thoughts, questions, or concerns about this project?</td>
</tr>
<tr>
<td>❑ What steps will be taken to ensure the project continues (explain if not applicable)?</td>
<td>❑ How will success of project be measured?</td>
<td>❑ What obstacles do you anticipate?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>❑ What do you hope to learn from this experience?</td>
</tr>
</tbody>
</table>