UConn Graduate Certificate Program in School-wide Positive Behavior Support: Program Competencies

1. Students will demonstrate an understanding of **behavioral principles**.	
Content	a. Three term contingency b. Operant c. Motivating operations and setting events d. Stimulus control e. Contingency f. Positive/negative reinforcement and punishment g. Schedules of reinforcement and extinction h. Learning i. Teaching strategies (i.e., shaping, chaining, prompting)
Outcome(s)	▪ Students will define terms ▪ Students will identify and describe principles in applied examples *Demonstrated in **EPSY 3125/5141***

2. Students will demonstrate an understanding of **behavior in context**.	
Content	a. Operational definitions b. Descriptions of context c. Dimensions of behavior d. Response class e. Contingency f. Function g. Stimulus control
Outcome (s)	▪ Students will write an operational definitions using dimensions of behavior ▪ Students will write testable hypotheses based on context *Demonstrated in **EPSY 3125/5141***

3. Students will demonstrate an understanding of **measurement** of behavior.	
Content	a. Measuring dimensions of behavior b. Summarizing and presenting data c. Making decisions using data
Outcome(s)	▪ Students will develop a data collection system based behavior and context ▪ Students will summarize and present collected data ▪ Students will describe and justify data-based decisions in applied examples *Demonstrated in **EPSY 3125/5141***

4. Students will demonstrate an understanding of **School Wide Positive Behavior Support (SWPBS)**.	
Content	a. Critical features i. Outcomes ii. Practices iii. Data iv. Systems b. Theoretical, conceptual, empirical, & legal basis c. Implementation features, steps, and procedures d. Evidence-based practices e. Three-tiered prevention model f. Data-based decision making
Outcome(s)	▪ Students will identify critical features ▪ Students will apply legal and theoretical principles of SWPBS to applied examples ▪ Students will describe the logic, features, and applications of the three tiered approach to SWPBS ▪ Students will describe special education foundations *Demonstrated in **EPSY 3125/5141***

5. Students will demonstrate an understanding of **Tier 1 (Primary) Systems**.	
Content	a. Definition and rationale b. School-wide discipline elements c. Establishing and maintaining a primary system d. Data-based decision making e. Continuum of behavior support f. Supporting fidelity of implementation g. Response to intervention
Outcome(s)	▪ Students will describe the features of a school-wide implementation of PBS ▪ Students will develop a rules-within-routines matrix ▪ Students will develop lesson plan to teach 1 rule within 1 routine based on applied example ▪ Students will develop a continuum of consequences for encouraging and maintaining school-wide behavioral expectations ▪ Students will develop a continuum of procedures for responding to rule violations ▪ Students will develop procedures for monitoring and evaluating implementation of SWPBS ▪ Students will describe adjustments in primary systems based on data *Demonstrated in **EPSY 3125/5141***

6. Students will demonstrate an understanding of effective **behavior and classroom management** practices in the context of Tier 1 Systems.	
Content	a. Five critical features of evidence-based classroom management: i. Maximize structure ii. Establish, post, teach, monitor, and reinforce a small number of positively stated expectations iii. Actively engage students in observable ways iv. Employ a continuum of strategies to acknowledge appropriate behavior v. Employ a continuum of strategies to respond to inappropriate behavior b. Non-classroom management: i. Active supervision ii. Reinforcement iii. Teaching routines and rules c. Role of behavior management in academic instruction d. Response to intervention
Outcome(s)	▪ Students will describe features and implementation procedures of evidence based classroom management. ▪ Students will describe features and implementation procedures of effective non-classroom management practices *Demonstrated in **EPSY 3125/5141***

7. Students will demonstrate an understanding of **Tier 2 (Secondary) Systems**.	
Content	a. Definition and rationale b. Conceptual, theoretical, empirical, and legal foundations c. Evidence-based practices d. Assessment and screening e. Data-based decision making f. Function-based support
Outcome(s)	▪ Students will describe the necessary features of a secondary intervention system ▪ Students will describe procedures for screening and identifying students who might benefit from a secondary intervention system ▪ Students will describe procedures for teachings students how to participate in a secondary intervention system ▪ Students will describe procedures for assisting teachers in the implementation of a secondary intervention system ▪ Students will develop and describe data collection and decision making procedures *Demonstrated in **EPSY 5142***

8. Students will demonstrate an understanding of **Tier 3 (Tertiary) Systems**.	
Content	a. Definition and rationale b. Conceptual, theoretical, empirical, and legal foundations c. Evidence-based practices d. Assessment and screening e. Data-based decision making f. Function-based support g. Behavior intervention teaming h. Wraparound and school-based systems of care i. Family supports
Outcome(s)	▪ Students will describe characteristics and necessary features of a function based tertiary systems approach ▪ Students will describe features of school-based mental health approaches (e.g., wraparound, person-centered planning, systems of care) *Demonstrated in **EPSY 5142***

9. Students will demonstrate the application of **functional behavioral assessment** and **behavior support planning** in the context of Tertiary Systems	
Content	a. Routine analysis b. Testable hypothesis c. Competing path analysis d. Behavior intervention plan e. Data collection, analysis, and data-based decision making
Outcome(s)	▪ Students will participate in at least 2 functional based team meetings ▪ Students will conduct 2 FBAs in clinic or educational setting: o collect FBA data (baseline/intervention) o generate testable hypothesis and competing path analysis ▪ Students will develop and implement (with 5 days of data) behavior intervention plan ▪ Students will evaluate and write-up process and outcomes *Demonstrated in **EPSY 5092***

10. Students will demonstrate the application of **team based implementation** in the context of Tertiary Systems	
Content	a. School-wide leadership b. Individual student behavior intervention planning c. Special education d. Family and community members
Outcome(s)	▪ Students will describe basic meeting operation structures procedures, and guidelines ▪ Students will engage in efficient problem solving and action planning ▪ Students will apply skills aimed at preventing and managing conflicts and roadblocks ▪ Students will lead teams through implementing 2 function based support plans (same plans as developed for competency # 9) *Demonstrated in **EPSY 5092***

11. Students will demonstrate an understanding of **theoretical and empirical foundations** of PBS	
Content	a. Landmark studies and papers b. Theoretical/conceptual descriptive papers c. Empirical supports
Outcome(s)	▪ Students will critically evaluate articles in the area of Applied Behavior Analysis (ABA) and write article reviews ▪ Students will demonstrate an advanced understanding of the theoretical and empirical foundations through course assessments *Demonstrated in **EPSY 5405***

12. Students will demonstrate an understanding of **single subject research**	
Content	a. Defining features b. Research questions c. Designs or analytic tactics i. Reversal/withdrawal ii. Multiple baseline iii. Alternating treatments iv. Changing criterion d. Graphing and visual analysis e. Functional relationship f. Replication (direct and systematic) g. Effect size
Outcome(s)	▪ All students will demonstrate skills in **basic applications**. That is, they will suggest a single subject design to solve an applied problem *Demonstrated in **EPSY 3125/5141***
	▪ Interested students will also demonstrate skills in **advanced applications**. That is, they will (a) write article reviews focused on research methodology, (b) write a literature review, and (c) develop a research proposal based on identified research questions *Demonstrated in **EPSY 6194*** *(an optional course for advanced Master's Level and Doctoral Students)*