

Positive Behavioral Interventions and Supports
University of Texas at Tyler

Course: **EDSP 5346**

Semester & Year: Spring 2026

Time & Days: Online

Location: Online

Instructor Information: **Staci Zolkoski, Ph.D.**

Office: BEP 247C

Office Hours: Tuesdays 1:00-2:30 p.m., Wednesdays 9:00-10:30 a.m., and other days by appointment

Office Telephone: 903-565-5612

E-mail: szolkoski@uttyler.edu or via Canvas

** Please put your course and section number in your email subject line, e.g., EDUC 5368

I welcome you to visit with me in person or online. If you need assistance, please email me. We can schedule a Zoom conference if you wish to discuss your grades or class performance.

Course Catalog Description

The purpose of this course is to prepare educators to work in schools to meet the unique behavioral needs of students in kindergarten – 12th grade using a systematic, positive, prevention framework built on data-based decision making. The course will provide exposure to strategies and interventions to change challenging behaviors and will provide preparation and practice for collaborating with other school professionals to plan interventions to meet the needs of students with challenging behaviors.

Student Learning Outcomes

The following student learning outcomes are aligned with the Council for Exceptional Children's (CEC's) Advanced Specialty Set Standard for Special Education Behavior Intervention Specialist and the State Board for Education Certification (SBEC) Standards for Special Education.

At the end of this course the student will be able to...

Student Learning Outcomes	SBEC Standards and Advanced Specialty Standards
Describe and interpret applicable laws, rules and regulations, and procedural safeguards regarding the planning and implementation of management of student behaviors.	SBEC: Standard I, II CEC: SEBIS.5.S2, SEBIS.5.S3
Give examples of the significant impact school variables have on student learning and behavior.	CEC: SEBIS.5.K1, SEBIS.5.K2, SEBIS.5.K3, SEBIS.6.K1

Give examples of teacher behavior (e.g., attitudes, beliefs, expectations that positively or negatively influence student behavior).	CEC: SEBIS.5.K1, SEBIS.5.K2, SEBIS.5.K3, SEBIS.6.K1
Describe cultural influences on the management of student behavior.	CEC: SEBIS.5.K1, SEBIS.5.K2, SEBIS.5.K3
Identify teaching materials, strategies, and programs used in meeting social/affective needs of exceptional and culturally diverse individuals.	CEC: SEBIS.6.S1, SEBIS.4.K1, SEBIS.4.K2
Identify methods for keeping parents and caregivers informed about their student's work and behavior at school.	CEC: SEBIS.7.K1, SEBIS.4.K1
Apply behavior expectations and standards that support a safe, positive learning environment in the classroom.	Standard VII SEBIS.4.K1, SEBIS.4.K2, SEBIS.4.S1
Design a comprehensive positive behavior intervention and supports plan to address challenging behavior.	Standard VII CEC: SEBIS.4.K1, SEBIS.4.K2, SEBIS.4.S1
Develop an effective classroom management plan for responding to minor and major behavior disruptions in the learning environment.	Standard VII CEC: SEBIS.4.K1, SEBIS.5.S2

Required Text and Related Readings

Alexander, J. (2019). *Building Trauma-sensitive Schools: Your Guide to Creating Safe, Supportive Learning Environments for All Students*. Brookes.

Simonsen, B., & Myers, D. (2015). *Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management*. Guilford Press.

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.).

Other readings as assigned in class.

Additional Information

You will enroll in the following:

a) **Research Pool Requirement:** Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can satisfy the research pool requirement by volunteering to participate in approved research studies offered by the School of Education (3 credits for 30 points and up to 10 additional points for 1 more credit [total 4 credits]). Alternatively, students can

satisfy the research pool requirement by completing alternative assignments equal in time and effort to the research opportunities.

Course Topics

- Foundations of behavior management and positive behavior interventions and supports
- Creating a proactive learning environment through universal supports and interventions.
- Assessing and monitoring behavior
- Targeted supports

Assignments and point values subject to change - Canvas will have all assignment details.

Zoom video conferences:	50 points
Videos	30 points
Chapter readings:	230 points
Article Review:	50 points
Continuum of Supports:	200 points
Canvas Assignments:	810 points
Research Pool:	30 points
Final Project:	300 points

Grading:

- A = 90-100% of total points
- B = 80-89% of total points
- C = 70-79% of total points
- D = 60-69% of total points
- F = 59% or below of total points

The last day to withdraw from courses is Monday, March 30th.

Communication

To contact me via email, you may use the Canvas email. You may also email me at szolkoski@uttyler.edu. Please note this is **not** a Patriots email address. I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I work to reply to emails within 24 hours. While I will try to respond to emails over the weekend as promptly as possible, emails sent over the weekend might not be read until Monday morning. My preferred method of communication is **email**.

Teaching Strategies

Strategies utilized in the delivery of the course will include various readings, lecture, discussion, group collaboration, and application activities/assignments.

Class Participation

This course is designed as an online course. You will be expected to complete all coursework online. Please be sure to regularly look at the modules and announcements for our course. There will be scheduled zoom conferences.

Additional Information

You will enroll in the following:

Research Pool Requirement: Students enrolled in specified SOE courses must fulfill a research pool requirement each semester. The research requirement for these courses can be satisfied in one of two ways. First, students can satisfy the research pool requirement by volunteering to participate in approved research studies offered by the School of Education (2 credits for 20 points and up to 10 additional points for 1 more credit [total 3 credits]). Alternatively, students can satisfy the research pool requirement by completing

Course Policies and Guidelines

1) Assignment Submission:

For written assignments a “page” is defined as:

- 8½" x 11" paper
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top right-hand side.
- Put the title of the assignment, centered at the top of your paper.
- **For all assignments submitted in Canvas, your name, date, class number, or any other information should NOT be included.**
- Upload written assignments on the Canvas website under the assignment tab.

a) Criteria for all assignments will be available in class and posted online unless otherwise notified by the instructor.

Canvas. Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

b) Late work: It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted in Canvas.

- c) **Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course. Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.
- d) **AI.** Some assignments in this course will permit using artificial intelligence (AI) tools, such as ChatGPT or Copilot. When AI use is permissible, it will be documented in the assignment description, and all use of AI must be appropriately acknowledged and cited.

When using AI tools for assignments, add an appendix showing (a) the entire exchange (e.g., prompts used), highlighting the most relevant sections; (b) a description of precisely which AI tools were used, (c) an explanation of how the AI tools were used (e.g. to generate ideas, elements of text, etc.); and (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to experiment for fun, etc.). Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

- e) **Turn It In** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. It also detects the use of AI. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors. Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

2) Zoom etiquette. During any zoom sessions, you will need to be on time and have your video on. You will need to be an active participant in the class by listening (focused on class content and not on other things) and answering questions. Please make sure you are in a quiet area. You will need to make sure you are in an area where you have a stable internet connection.

Class participation points will be deducted for not following zoom etiquette.

- Zoom Conference Expectations:
- Be on time for class.
- Your video should be on.
- Be in a quiet location that is free from distraction. Our zoom class should be treated like you are in person. It will help to avoid being in a room with other people.
- Be an active participant and active listener.

3) You are responsible for all information given in class, online, and in the syllabus.

4) Person First Language. Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will

strive to always use “people first” language. “People First” language always refers to the person first and not as a label or a category. For example, refer to “a student with autism” and not “an autistic”.

- 5) **Safe Zone.** The professor considers this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment.
- 6) **Dispositions.** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. <https://www.uttyler.edu/president/missionstatement.php>

Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21st century.

A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

CEP Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

CEP Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Course Schedule

Our Canvas course has detailed modules that include module objectives, a to do list, readings, and assignments.

The schedule will be posted the first day of classes.

Week	Module	Topic	Chapter Readings
January 12 th – 25 th	Module 1	Understanding the “Why” of Behavior	<i>Building Trauma-sensitive Schools</i> – chapters 1, 2, and 3 Detailed Assignments Listed in Canvas
January 26 th – February 8 th	Module 2	Building Trauma-sensitive Schools	<i>Building Trauma-sensitive Schools</i> – chapters 4, 5, and 6 Detailed Assignments Listed in Canvas.
February 9 th – 15 th	Module 3	Trauma and PBIS	Readings found within the module. Detailed Assignments Listed in Canvas.
February 16 th – 22 nd	Module 4	Understanding PBIS	<i>Classwide Positive Behavior Interventions and Supports</i> – chapters 1 and 2 Detailed Assignments Listed in Canvas.
February 23 rd – March 1 st	Module 5	PBIS – Tier 1 at School Level	<i>Classwide Positive Behavior Interventions and Supports</i> – chapter 3 <i>Building Trauma-sensitive Schools</i> – chapter 7

March 2 nd – 8 th	Module 6	PBIS – Tier 1 at Classroom Level	<i>Classwide Positive Behavior Interventions and Supports – chapter 4</i>
<i>March 9th – 15th Spring break!! Have fun and be safe!!</i>			
March 16 th – 22 nd	Module 7	PBIS: Tier 1 Practices at Classroom Level	<i>Classwide Positive Behavior Interventions and Supports – chapter 5 and 6</i>
March 23 rd – 29 th	Module 8	Continuation of Strategies	<i>Building Trauma-sensitive Schools – chapter 10</i> <i>Classwide Positive Behavior Interventions and Supports – chapters 7 and 8</i> • Detailed Assignments Listed in Canvas.
March 30 th – April 5 th	Module 9	PBIS – Tier 2 Interventions	<i>Building Trauma-sensitive Schools – chapter 8</i> <i>Classwide Positive Behavior Interventions and Supports – chapter 9</i> Detailed Assignments Listed in Canvas.
April 6 th – 12 th	Module 10	PBIS – Tier 3 Interventions	<i>Building Trauma-sensitive Schools – chapter 9</i> <i>Classwide Positive Behavior Interventions and Supports – chapter 10</i> Detailed Assignments Listed in Canvas.
April 13 th – 19 th	Module 11	Practicing Self-care	<i>Building Trauma-sensitive Schools – chapter 10</i> Detailed Assignments Listed in Canvas.
April 20 th – May 3 rd	Module 12	Wrapping it up!	Detailed Assignments Listed in Canvas.