

## Course Title: Unlocking the Behavior Code

### Attend one Conference (8 hours)

- June 12, 2018 - Boise, Idaho
- June 14, 2018 – Shoshone-Bannock Event Center/Fort Hall, Idaho
- June 19, 2018 - Moscow, Idaho

### Attend one 2-hour follow-up online Webinars

- June 26, 2018 - Zoom Webinar – link will be provided

### Participate in Online Learning Forum

- June 27- July 27 Idaho Training Clearinghouse Learning Management System
  - <https://idahotc.com/lms>
- 1. Teaching Students with Severe Emotional and Behavioral Disorders: Best Practices Guide to Intervention. Christensen, B., Jaeger, M., Lorenz, R., et al (2005). *Teaching students with severe emotional and behavioral disorders: Best practices guide to intervention*. Connecting IDEAS Project. Seattle, WA: Office of Superintendent of Public Instruction, State of Washington.
  - a. Activity: Select one practice from this document and write a journal entry about how you will implement the practice in your setting. 1) Name the Evidence-based practice; 2) Briefly describe the practice; 3) What adjustments would you need to make to implement this practice in your setting?
- 2. View YouTube video Remembering Trauma Official Film (April 2017). Retrieved from <https://youtu.be/v13XamSYGBk>). CCTASI at Northwestern University. *Remembering Trauma* is a 16-minute film highlighting the life of a traumatized youth from his early childhood into older adolescence. The film illustrates the impact of complex trauma and the potential for misdiagnosis across various service systems.
- 3. Optional: The Truth about Work/Life Balance - Walsh, R. (n.d.). The truth about work/life balance.
  - a. Activity: Complete the 3-step worksheet to identify personal priorities and self-care strategies as you work with difficult learners.
- 4. Live webinar discussion prompts and responses (June 26, 11:00 am PT). If you are not able to attend the live webinar, you may view the archived webinar and write a brief 1-page reflection.

## **Offered for 1 Professional Development Credit**

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### **Course Description:**

The course focuses on school-based interventions and other treatment solutions for students who experience challenging behaviors, social isolation, and academic failure due to social emotional barriers and/or disabilities and mental health challenges. A variety of professionals have been invited to explain how these social/emotional behavioral issues manifest in children from early ages and to provide treatment strategies for students preschool through high school.

Participants can expect to deepen their knowledge on: 1) Characteristics of social/emotional mental health issues that cause learning and social interaction barriers; 2) Classroom strategies that prevent behavioral challenges and support students to learn and develop positive social relationships; and 3) Community and state resources and system of care for children and their families.

### **Course Objectives:**

1. Describe school-based Interventions and treatment solutions for students who experience challenging behaviors, social isolation and academic failure.
2. Identify characteristics of social/emotional mental health issues that cause learning and social interaction barriers and how these social/emotional behavioral issues manifest in children from early ages
3. Identify classroom strategies that prevent behavioral challenges and support students to learn and develop positive social relationships
4. Describe community and state resources and systems of care for children and their families and how these systems can work in coordination with schools.

### **Course Requirements:**

This course requires participation in a one-day conference, a follow-up two-hour live webinar, and online reading assignments and discussion responses.

To receive a grade of pass participants must complete **four** steps:

1. Register and pay for the course
2. Attend one of the 1-day conferences
  - o sign-in required for verification of attendance

3. Attend one live 2-hour Webinar via Zoom **June 26, 2018**, or view archived webinar prior to July 27 and write a reflection of the discussion.
4. Participate in an online-learning forum that requires: 1) assigned readings, 2) discussion responses on your own time between **June 27, 2018 and July 27, 2018**.

For questions, please contact:

- Julie Fodor, phone: 208 885-6128; email: [jfodor@uidaho.edu](mailto:jfodor@uidaho.edu)
- Barbara Broyles, phone: 208-885-6143; email: [bbroyles@uidaho.edu](mailto:bbroyles@uidaho.edu)

#### **Grading Policy:**

- This is a Pass/Fail course
- No incompletes will be given
- Late work will not be accepted

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