

**SPECIAL EDUCATION 402**  
**PROMOTING AND SUPPORTING A POSITIVE AND INCLUSIVE SCHOOL CLIMATE**  
**Fall 2022**

INSTRUCTOR:

MEETING TIMES:

ROOM:

OFFICE HOURS:

E-MAIL:

PHONE:

Texts & Readings

Chandler, L.K., & Dahlquist, C. M. (2015). *Functional assessment: Strategies to prevent and remediate challenging behavior in school settings*. New York, NY: Pearson Publishing

Sprick, R. S., Garrison, M., & Howard, L. M. (1998). *CHAMPs: A proactive and positive approach to classroom management*. Eugene, OR: Pacific Northwest Publishing.

**Michael D. Eisner College of Education Conceptual Framework**

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

**We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to and expect our candidates to:**

- i. Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);
- ii. Acquire professional and pedagogical knowledge;
- iii. Acquire pedagogical content knowledge;
- iv. Use professional standards and empirical research to develop and evaluate programs and guide practice;
- v. Capitalize on advancements in technology to promote learning;
- vi. Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
- vii. Understand, apply, and engage in scholarship and research.

**We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.** We commit ourselves to and expect our candidates to:

- i. Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;

- ii. Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- iii. Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- iv. Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;
- v. Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and
- vi. Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

**We value ethical practice and what it means to become ethical and caring professionals.** We commit ourselves to, and expect our candidates to:

Engage in inquiry about what it means to be an ethical and caring professional;

- vii. Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- viii. Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
- ix. Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

**We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.** We commit ourselves to and expect our candidates to:

- x. Participate in intra- and inter-disciplinary partnerships including the Michael D. Eisner College of Education and the university;
- xi. Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
- xii. Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
- xiii. Identify and use professional and community resources.

**We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.** We commit ourselves to and expect our candidates to foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;

- xiv. Move from acceptance of diversity to appreciation of diversity, to become agents of change for social justice;
- xv. Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
- xvi. Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
- xvii. Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.

**We value creative, critical, and reflective thinking and practice.** We commit ourselves to and expect our candidates to:

- xviii. Engage in continuous and critical reflection;
- xix. Participate in ongoing professional development;

- xx. Accept feedback and consider implications for practice and program renewal;
- xxi. Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
- xxii. Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

### **Important Notice re: Email**

*CSUN sends all official communications by e-mail, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to [www.csun.edu/webmail](http://www.csun.edu/webmail). Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Hotmail, or other preferred address, go to [www.csun.edu/account](http://www.csun.edu/account), log in and select Mail forwarding. However, do be aware that some transmissions are not successful.*

### **Students with Disabilities**

Students with disabilities are encouraged to register with the Disability Resources and Educational Services (DRES). Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. DRES is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684 and <https://www.csun.edu/dres>

### **Course Description**

This course is designed to provide education specialist candidates with the skills and knowledge needed to promote and reinforce prosocial skills using positive behavior support strategies. The three-tiered model (primary, secondary and tertiary supports) to positive behavior support will serve as the organizing framework for this course. Additionally, concepts around (a) trauma-informed practices, (b) social-emotional learning, (c) restorative justice, and (d) culturally responsive teaching are incorporated throughout the course. The first half of the course focuses on ways to promote positive and cooperative behaviors using a variety of schoolwide and classroom strategies, including teaching and reinforcing expected behaviors, active supervision, collaboration with team members, and planned responses to challenging behavior (primary level of supports). The remainder of the course focuses on providing more intensive supports for students with more pervasive/complex behavioral and social-emotional support needs such as traumatic brain injury (TBI), with a focus on secondary and tertiary level of supports. Relevant federal and state legislation and ethical considerations are discussed. *Available for graduate credit.*

### **Graduate Expectations**

Graduate students taking this course must complete a 15-page research paper on Positive Behavior Support. Please see the Assignments for more detail.

### **Teacher Performance Expectations**

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

1. Engaging and Supporting All Students in Learning
2. Creating and Maintaining Effective Environments for Student Learning
3. Understanding and Organizing Subject Matter for Student Learning
4. Planning Instruction and Designing Learning Experiences for All Students
5. Assessing Student Learning
6. Developing as a Professional Educator

## **Course Objectives**

After completing this course candidates will:

1. Understand the risk factors associated with the presence of disruptive and other challenging behaviors in school settings;
2. Demonstrate an understanding of how personal beliefs and/or cultural background can influence our perceptions of challenging behavior and impact our responses to these behaviors;
3. Understand how the field of Positive Behavior Support and Interventions (PBSI) has evolved over the years; articulate current best practices in the field at the school, classroom and individual student level;
4. Demonstrate an understanding of the three-tiered model of positive behavior support and to differentiate among these levels of intervention: primary, secondary and tertiary strategies;
5. Describe current federal and state requirements regarding addressing challenging behavior in school settings;
6. Explain what a manifest determination hearing and its purpose is in protecting the rights of individuals with disabilities; when such a hearing is legally required; and the role of the special education teacher in this process;
7. Understand the unique relationship between language deprivation syndrome and resulting challenging behaviors which are experienced by some deaf students;
8. Demonstrate the ability to objectively analyze current practices and identify areas for improvement;
9. Demonstrate the understanding of strategies to facilitate and maintain a positive learning environment at the school and classroom level;
10. Understand the basic principles of “active supervision” and its role in preventing challenging behaviors;
11. Demonstrate an understanding of how to promote classroom management using a variety of strategies, including teaching and reinforcing behavioral and social expectations, establishing routines, planning for transitions, increasing motivation for learning, designing clear classroom rules, and use of rewards systems;
12. Demonstrate an understanding of how to use corrective feedback to address minor challenging behaviors;
13. Demonstrate understanding of the “escalation cycle” and strategies to defuse and respond to more serious and potential harmful behaviors (crisis intervention);
14. Understand the importance of teaching self-regulation skills to promote prosocial skills, prompt self-determination, and improve quality of life;
15. Demonstrate a functional knowledge of behavioral assessment and its role in understanding challenging behaviors;
16. Demonstrate a functional knowledge of how to analyze and summarize assessment information;
17. Demonstrate the ability to match the appropriate strategies with the level and intensity of need, using assessment data as a guide;
18. Demonstrate the ability to design a multi-component behavior support plan that includes interventions at the class level (classroom strategies) and at the individual student level (PBS support plan);
19. Demonstrate an understanding of team building and the importance of collaboration in the gathering of assessment information and the development of a PBS plan;
20. Understand the characteristics of childhood trauma and how it impacts a child’s ability to learn and self-regulate;
21. Understand the fundamental principles in creating a restorative justice classroom;
22. Understanding the connection between behavior, racism, and ableism in school settings, and
23. Acknowledge and hear the voices of individuals with disabilities who have been incarcerated.

## Submission of Assignments

Submit all assignments through Canvas.

## Canvas

The following will be posted on Canvas:

- Syllabus
- Assignments
- Lecture Notes
- Readings

## Course Requirements

### 1. Reading Responses (in-class; activity varies):

Will be graded on the information used to support answers. Answers should include information from text and/or lecture. U: 1.1, 1.2, 1.5, 1.6, 1.7, 2.1, 2.3, 2.4, 2.5, 2.6, 3.2, 4.2, 4.3, 6.2, 6.5 MM: 1.3, 1.6, 2.4, 2.7, 2.11, 4.5, 4.7, 5.5, 6.2, 6.3 EX: 2.3, 2.7, 2.8, 2.9, 2.10, 2.13, 2.14, 3.4, 4.1, 4.4, 5.5, 6.1, 6.4, 6.7 ECSE: 1.2, 1.4, 1.8, 1.11, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.5, 4.7, 4.8, 4.9, 5.1, 5.3, 6.5 DHH: 1.3, 2.1, 2.4, 2.7, 2.8, 2.9, 3.8, 4.7, 5.6, 6.1

### 2. Classroom Climate Observation:

This assignment requires to you observe education settings with a critical eye toward the classroom climate in place and how it affects student behavior. It is designed to give you firsthand experience in identifying and evaluating facets of interaction and behavior in the classroom. You will write up your observations, covering the following areas: class description, posted classroom rules, attention-getting signal, physical environment, beginning and ending routines, procedures for managing student work, procedures for managing independent work periods, behavior expectations, and encouragement procedures. U: 1.3, 1.5, 2.3, 2.5, 2.6, 4.2, 6.1, 6.5 MM: 2.2, 2.10, 3.2, 5.2 EX: 1.4, 1.7, 1.8, 1.11, 2.3, 2.6, 2.7, 2.8, 2.9, 3.4, 4.1, 5.1, 6.1, 6.3 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4

### 3. Classroom Climate Plan (group project):

This is a group assignment (2-5 group members) based on the Classroom Climate Observation. As a group you will use elements from each of your Classroom Climate Plans to build a combined classroom. You will develop a Classroom Climate Plan using the combined classroom which draws on the readings assigned, especially, from trauma-informed teaching, restorative justice, and the CHAMPS book.

U: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 4.2, 4.4, 5.3, 6.1, 6.2, MM: 1.3, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 4.3, 4.7, 5.2, 5.4, 6.2 EX: 1.1, 1.4, 2.3, 2.7, 2.8, 2.10, 2.12, 2.13, 3.5, 4.1, 5.1, 6.1 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4

### 4. Corrective Strategies Video (group project):

This is a group project (4-6 group members) designed to give you experience identifying and using appropriate corrective responses to challenging behavior, and to practice using those corrective strategies.

Work within your group to identify corrective strategies that you'd like to demonstrate. Each group member must demonstrate a different corrective strategy. U: 2.1, 4.2, 4.7, 6.2 MM: 1.3, 1.7, 2.5, 2.10, 5.2 EX: 1.2, 1.4, 1.8, 2.8, 3.4, 4.1, 5.3 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4

### 5. Self-Regulation/Self-Management System:

The assignment is designed to give you first-hand experience developing self-regulation / self-monitoring systems to address challenging behavior. The target student must be able to monitor and regulate his or her behavior with minimal prompts. U: 1.1, 2.1, 2.2, 2.5, 4.2, 4.7, 5.1, 5.3 MM: 1.3, 2.5, 2.8, 2.9, 4.3 EX: 1.2, 1.4, 1.11, 2.3, 2.8, 2.13, 3.5, 4.1 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4

6. Final Exam:

The final is an in-class exam. Notes and textbooks cannot be used.

U: 1.1, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.2, 4.4, 4.7, 5.1, 5.3, 6.1, 6.2, 6.4, 6.5, 6.7 MM: 1.3, 1.6, 1.7, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.2, 3.3, 4.2, 4.3, 4.5, 4.6, 4.7, 5.2, 6.2 EX: 1.1, 1.4, 1.7, 1.8, 1.11, 2.3, 2.7, 2.8, 2.9, 3.5, 4.6, 5.1, 5.3, 6.1, 6.4, 6.7 ECSE: 1.2, 1.4, 1.8, 1.11, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.5, 4.7, 4.8, 4.9, 5.1, 5.3, 6.5 DHH: 1.3, 2.1, 2.4, 2.7, 2.8, 2.9, 3.8, 4.7, 5.6, 6.1

7. Graduate Assignment

In addition to assignments 1-6, graduate students must complete a 15-page research paper on Positive Support. The paper must be typed and use APA citation and reference formats with 12-point font, Times New Roman. Please use the following headings:

- Introduction to Positive Behavior Support (1/2 page)
- History of the PBS (1 page)
- Literature Review of PBS (10 pages)
- How is PBS used in the School Setting? (2 pages)
- Conclusion (1/2 page)

U: 1.1, 2.1, 2.3, 2.8, 4.4 MM: 1.7, 2.5, 2.7, 2.10, 4.7 EX: 1.4, 1.11, 2.8, 4.8, 5.1, 6.4 ECSE: 1.2, 1.4, 1.8, 1.11, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.5, 4.7, 4.8, 4.9, 5.1, 5.3, 6.5 DHH: 1.3, 2.1, 2.4, 2.7, 2.8, 2.9, 3.8, 4.7, 5.6, 6.1

Grading

**Undergraduate Students**

ASSIGNMENT	POINTS
Weekly Reading Responses*	40
Classroom Climate Observation	40
Classroom Climate Plan	40
Corrective Strategies Video	40
Self-Regulation / Monitoring Plan	40
Final Exam	100
<b>TOTAL *</b>	<b>300</b>

\*Assignment point values may change depending on needs of the students and changes to assignments

Grading

**Graduate Students**

ASSIGNMENT	POINTS
Weekly Reading Responses*	40
Classroom Climate Observation	40
Classroom Climate Plan	40
Corrective Strategies Video	40
Self-Regulation / Monitoring Plan	40
Final Exam	100
<b>**Graduate Research Paper</b>	<b>100</b>

<b>TOTAL *</b>	<b>400</b>
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<b>Grade</b>	<b>Percent</b>	<b>Description</b>
A	94–100%	<b>OUTSTANDING:</b> Performance reflects an integration of information, and application of theory and research to practice. Projects and exams are thoughtful, comprehensive, well organized and clearly written.
A-	90–93%	
B+	87–89%	<b>VERY GOOD:</b> Performance reflects competencies that surpass a basic level of understanding and skill, and that indicate some ability to integrate and apply information.
B	84–86%	
B-	80–83%	
C+	77–79%	<b>SATISFACTORY:</b> Performance reflects minimum level of competency attainment, understanding and skill.
C	73–76%	
C-	70–72%	
D+	67–69%	<b>UNSATISFACTORY:</b> Performance reflects less than minimum level of competency attainment, understanding and skills. Does not meet graduate level and professional standards.
D	63–66%	
D-	60–62%	
F	< 60%	<b>UNSATISFACTORY:</b> Performance does not meet expectations for basic competency attainment.

### **Grading Rubrics**

Grading rubrics are provided for all assignments. It is recommended that you review the grading rubric in an effort to get the best grade you can.

### **Attendance and Participation**

We learn from each other. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. More than three absences will result in a lower grade (in-class participation and in-class assignments).

### **Assignments**

**Written work is graded on content, clarity, organization and grammar.**

- ✓ Please type and double-space all assignments.
- ✓ Please proofread and use spell check before submitting assignments.
- ✓ Please do not use abbreviations in written work (e.g., w/ for with, b/c for because, etc.).
- ✓ Please use People First Language (students with...). See this link for more information about People-first language: <https://tcdd.texas.gov/resources/people-first-language/>

### **Academic Dishonesty**

Intentional or unintentional plagiarism-is not tolerated. Please be certain that your words are your own, and cite others as often as necessary. CSUN disciplinary action regarding plagiarism is outlined here:

[http://catalog.csun.edu/policies/\\_academic-dishonesty/](http://catalog.csun.edu/policies/_academic-dishonesty/). If you are not clear on what constitutes plagiarism, here is a good resource from the University Library:

<http://library.csun.edu/Guides/ResearchStrategies/AvoidingPlagiarism>

## COURSE SCHEDULE

Week	Topics	Readings and Assignments DUE
Week 1	<ul style="list-style-type: none"> <li>• Syllabus, introductions</li> <li>• People-first language (PFL) and Identity-first language (IFL)</li> </ul>	In-class reading on People First Language <b>U:</b> 1.1, 2.1, 2.3, 6.2 <b>MM:</b> 1.6, 6.3 <b>EX:</b> 1.4, 1.11 5.5, 6.4 <b>ECSE:</b> 1.2 <b>DHH:</b> 1.3, 1.4, 1.8, 2.4, 3.8, 6.1
Week 2	<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• DSCRIT and discipline</li> <li>• Mindsets related to understanding of causes of behavior</li> <li>• Cultural considerations, including Deaf culture, when identifying challenging behaviors</li> <li>• AVID Prison Project Video</li> <li>• Amplifying Voices of Individuals with Disabilities Project               <ul style="list-style-type: none"> <li>○ <a href="http://www.avidprisonproject.org/">http://www.avidprisonproject.org/</a></li> </ul> </li> </ul> <p><b>U:</b> 1.1, 1.5, 2.1, 2.3, 2.6, 4.4, 4.7, 6.1, 6.2, 6.7  <b>MM:</b> 1.7, 2.5, 4.3, 6.7 <b>EX:</b> 2.3, 2.8, 6.1 <b>ECSE:</b> 2.1, 2.4, 4.1, 5.1 <b>DHH:</b> 2.1, 6.5</p>	<p><u>Text</u></p> <ul style="list-style-type: none"> <li>• Chandler &amp; Dahlquist: Chapters 1 &amp; 2  <b>Chapter 1:</b> The Importance of Identifying and Addressing Challenging Behavior and Identifying Why Challenging Behaviors Occur  <b>U:</b> 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 <b>MM:</b> 1.7 <b>EX:</b> 1.4, 2.8, 4.1 <b>ECSE:</b> 1.4, 2.3, 2.4, 2.6, 4.1 <b>DHH:</b> 2.1, 2.4</li> </ul> <p><b>Chapter 2:</b> Identifying the Function of Challenging and Appropriate Behaviors  <b>U:</b> 1.4, 2.1, 2.5, 2.10, 4.4, 5.2 <b>MM:</b> 1.7 <b>EX:</b> 1.4, 4.1 <b>ECSE:</b> 1.4, 2.3, 2.4, 2.6, 4.1 <b>DHH:</b> 2.1, 2.4</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• <i>Annamma, S. A. et al. Disproportionality fills in the gaps: Connections between achievement, discipline and special education in the School-to-Prison Pipeline</i></li> <li>• <i>Carter, P. L. et al. You can't fix what you don't look at: Acknowledging race in addressing racial discipline disparities.</i></li> <li>• <i>US Civil Rights Office -School Discipline Snapshot @ <a href="https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf">https://www2.ed.gov/about/offices/list/ocr/docs/crdc-discipline-snapshot.pdf</a></i></li> </ul>



		<ul style="list-style-type: none"> <li><i>Katsiyannis et al. Exploring the Disproportionate Use of Restraint and Seclusion Among Students with Disabilities, Boys, and Students of Color</i></li> </ul> <p><b>For all readings:</b> U: 1.1, 6.2, 6.7 MM: 6.3 EX: 6.1, 6.4 ECSE: 1.2 DHH: 1.3, 1.4, 1.8, 3.8, 4.3, 6.1 ECSE: 1.2 DHH: 1.3, 1.4, 1.8, 2.4, 3.8, 6.1</p> <p>**italicized readings all common topic</p>
<p><b>Week 3</b></p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>Laws pertaining to PBS</li> <li>FBA, Manifest determination</li> <li>Introduction to prevention &amp; responding</li> <li>Trauma-informed teaching</li> <li>Social and emotional learning (SEL)</li> </ul> <p>U: 2.1, 2.4, 2.5, 4.1, 5.4, 6.7 MM: 1.7, 2.5, 2.6, 3.2, 4.3, 6.3 EX: 1.4, 2.11, 3.4, 4.1, 5.1, 6.4 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>Chandler &amp; Dahlquist: <b>Chapter 3:</b> Assessing the Current Environment U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> </ul> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>CHAMPS Reading: <b>Chapter 1:</b> Develop a Clear Vision for Your Class and Your Classroom Management Approach U: 1.4, 2.1, 2.8, 4.4, 5.2 MM: 1.7 EX: 1.4, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> <li><i>Young: Exceptional Children and Trauma-Informed Teaching</i></li> <li><i>Schwartz: Teachers Support Social-Emotional Learning</i></li> <li><i>Beyer: SEL with Special Populations</i></li> <li><i>Carello &amp; Butler: Practicing What We Teach: Trauma-Informed Educational Practice</i></li> <li><i>Overstreet: Trauma-Informed Schools</i></li> </ul> <p><b>For all readings:</b> U: 1.1, 2.1, 2.5, 6.2 MM: 1.7, 2.7, 4.7, 6.3 EX: 2.3, 2.8, 2.10, 2.13, 3.4, 4.8, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p>**italicized readings all common topic</p>
<p><b>Week 4</b></p>	<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>Progressive classroom management</li> <li>Restorative justice</li> <li>Introduction SWPBS &amp; MTSS</li> <li>Culturally and linguistically responsive teaching and UDL as a critical element of Tier 1 supports for positive behavior</li> <li>Prevention/teaching/responding framework</li> <li>School-wide prevention strategies</li> <li>Positive contact, scanning, movement, &amp;</li> </ul>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Janney &amp; Snell: Ch. 2 Schoolwide Positive Behavior Support U: 1.4, 2.1, 2.2, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>BEST Behavior: Ch. 5 Defining Schoolwide Behavior Expectations</li> </ul>

	<p>rules</p> <ul style="list-style-type: none"> <li>Working with students with pervasive/complex needs such as TBI, housing insecurity, and foster care</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p>U: 1.4, 2.1, 4.4, 6.2 MM: 1.7, 2.6, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <ul style="list-style-type: none"> <li>Stumpenhorst: Progressive Classroom Management U: 2.1, 2.3, 4.5, 5.3, 6.2 MM: 3.2, 4.3, 6.1, 6.2 EX: 1.4, 4.8, 5.1, 6.3 ECSE: 2.1, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>Restorative Justice: <a href="https://www.edutopia.org/blog/restorative-justice-resources-matt-davis">https://www.edutopia.org/blog/restorative-justice-resources-matt-davis</a> U: 2.1, 2.3, 6.2 MM: 2.7, 3.2, 6.2 EX: 1.4, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>How Teachers can Help Students who are Homeless <a href="https://dpi.wi.gov/sites/default/files/imce/homeless/pdf/teach_help_hmls_stud.pdf">https://dpi.wi.gov/sites/default/files/imce/homeless/pdf/teach_help_hmls_stud.pdf</a></li> <li>U: 2.1, 2.3, 2.7, 2.10, 6.2 MM: 1.7, 2.4, 2.7, 3.2, 2.10, 6.3 EX: 1.11, 2.4, 2.13, 3.14, 6.1 ECSE: 2.1, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>Incarcerated Youth Need a Quality Education <a href="https://www.urban.org/urban-wire/incarcerated-youth-deserve-quality-education-and-many-dont-get-one">https://www.urban.org/urban-wire/incarcerated-youth-deserve-quality-education-and-many-dont-get-one</a></li> <li>U: 2.7, 2.10, 6.2, MM: 1.7, 2.4, 2.7, 3.2, 2.10, 6.3 EX: 1.11, 2.4, 2.13, 3.14, 6.1 ECSE: 2.1, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>Working with Students who have Traumatic Brain Injury <a href="http://www.projectidealonline.org/v/traumatic-brain-injury/">http://www.projectidealonline.org/v/traumatic-brain-injury/</a> U: 2.7, 2.10, 6.2, MM: 1.7, 2.4, 2.7, 3.2, 2.10, 6.3 EX: 1.11, 2.4, 2.13, 3.14, 6.1, 6.6 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>Supporting Students in Foster Care <a href="https://www.edutopia.org/article/supporting-students-living-foster-care">https://www.edutopia.org/article/supporting-students-living-foster-care</a> U: 2.7, 2.10, 6.2, MM: 1.7, 2.4, 2.7, 3.2, 2.10, 6.3 EX: 1.11, 2.4, 2.13, 2.14, 3.14, 6.1, 6.7 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> </ul>
<p><b>Week 5</b></p>	<p><u>Topics:</u> SWPBS Tier 1 - PREVENTION</p> <ul style="list-style-type: none"> <li>Room arrangement</li> <li>Materials location</li> </ul>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>CHAMPS Reading: <b>Chapter 2:</b> Structure for Success – Behavioral Decisions</li> </ul>

	<ul style="list-style-type: none"> <li>• Access to attention</li> <li>• Smooth transitions</li> <li>• Effective schedule</li> <li>• Clear routines</li> </ul> <p>U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p>U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p><b>Chapter 7: Interact Positively – Motivational Strategies</b>  U: 1.4, 2.5, 4.4 MM: 1.7 EX: 1.2, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <ul style="list-style-type: none"> <li>• Self-Theories: Kinds of Praise and Criticism  U: 1.4, 2.5, 4.4 MM: 1.7 EX: 1.2, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>• Self-Regulation: Mindfulness Ch. 1-3  U: 2.1, 2.8, 2.10, 5.2 MM: 1.7 EX: 2.8, 4.1 ECSE: 2.1, 2.4, 5.1 DHH: 2.1, 6.5</li> </ul> <p><b>Assignments Due:</b>  <b>Observation</b>  U: 1.3, 1.5, 2.3, 2.5, 2.6, 4.2, 6.1, 6.5 MM: 2.2, 2.10, 3.2, 5.2 EX: 1.4, 1.7, 1.8, 1.11, 2.3, 2.6, 2.7, 2.8, 2.9, 3.4, 4.1, 5.1, 6.1, 6.3 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4</p>
<p><b>Week 6</b></p>	<p><u>Topics:</u>  SWPBS Tier 1 - TEACHING</p> <ul style="list-style-type: none"> <li>• Teaching attention signals &amp; routines</li> <li>• Communicating and teaching expectations with CHAMPS</li> </ul> <p>U: 1.4, 2.1, 2.2, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• CHAMPS Reading:  <b>Chapter 3: Design Procedures for Managing Partner and Cooperative Group Work</b>  U: 1.4, 2.1, MM: 1.7, 2.6, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> <li>• <b>Chapter 4: Teach Students to Meet Expectations</b>  U: 1.4, 2.2, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.8, 2.13, 3.4 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> </ul>
<p><b>Week 7</b></p>	<p><u>Topics:</u>  SWPBS Tier 1 – RESPONDING</p> <ul style="list-style-type: none"> <li>• Class-wide motivation systems</li> <li>• Responding to desired behavior</li> </ul> <p>U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• CHAMPS:  <b>Chapter 8: Correct Misbehavior Fluently</b>  U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</li> </ul>

<p><b>Week 8</b></p>	<p><u>Topics:</u>  SWPBS Tier 1 - RESPONDING</p> <ul style="list-style-type: none"> <li>• Responding to Challenging Behavior</li> </ul> <p>SWPBS MTSS Tier 2</p> <ul style="list-style-type: none"> <li>• Group contingencies</li> <li>• Behavior contracts</li> <li>• Check in/Check out Systems</li> <li>• Social Skills Instruction</li> <li>• Leveraging restorative practices and collaboration with families to address challenging behavior</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Assignment Due:</u>  <i>Classroom Climate Plan, (group project)</i>  U: 1.1, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.5, 2.6, 4.2, 4.4, 5.3, 6.1, 6.2, MM: 1.3, 1.6, 1.7, 2.2, 2.3, 2.5, 2.6, 2.9, 2.10, 3.2, 3.3, 4.3, 4.7, 5.2, 5.4, 6.2 EX: 1.1, 1.4, 2.3, 2.7, 2.8, 2.10, 2.12, 2.13, 3.5, 4.1, 5.1, 6.1 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4</p>
<p><b>Week 9</b></p>	<p><u>Topics:</u>  SWPBS MTSS Tier 2</p> <ul style="list-style-type: none"> <li>• Group contingencies</li> <li>• Behavior contracts</li> <li>• Check in/Check out Systems</li> <li>• Social Skills Instruction</li> </ul> <p>Data collection</p> <ul style="list-style-type: none"> <li>• Hypothesis statements</li> <li>• Hypothesis testing</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Chandler &amp; Dahlquist:</li> </ul> <p><b>Chapter 4:</b> Identifying the Function of Challenging and Appropriate Behaviors  U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p><b>Chapter 5:</b> Selecting Setting Event, Antecedent, and Consequence Strategies and Appropriate Replacement Behaviors  U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>
<p><b>Week 10</b></p>	<p><u>Topics:</u>  MTSS tier 3 - PREVENTION</p> <ul style="list-style-type: none"> <li>• Address setting events</li> <li>• Prompt expected behavior</li> <li>• Function-based strategies</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Chandler &amp; Dahlquist:</li> </ul> <p><b>Chapter 6:</b> Intervention Strategies Related to Positive Reinforcement Function  U: 1.4, 2.1, 2.3, 2.4, 2.5, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>
<p><b>Week 11</b></p>	<p><u>Topics:</u>  MTSS Tier 3 - TEACHING</p> <ul style="list-style-type: none"> <li>• Teaching replacement behaviors</li> <li>• Teaching self-management</li> <li>• Using reinforcement effectively</li> </ul>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Chandler &amp; Dahlquist:</li> </ul> <p><b>Chapter 7:</b> Intervention Strategies Related to the Negative Reinforcement Function</p>

	<ul style="list-style-type: none"> <li>• Shaping</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p>U: 1.4, 2.1, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 3.4, 4.1, 5.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• Todd, A., et al.: <i>Self-Monitoring and Self-Recruited Praise</i></li> <li>• Dweck, C.: <i>The Perils and Promises of Praise</i></li> </ul> <p>For all readings: U: 1.4, 2.1, MM: 1.7, 2.6, 2.7, EX: 1.4, 2.3, 5.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p>**italicized readings all common topic</p>
<p><b>Week 12</b></p>	<p><u>Topics:</u> MTSS Tier 3 - RESPONDING</p> <ul style="list-style-type: none"> <li>• To appropriate behavior</li> <li>• To challenging behavior</li> <li>• Crisis intervention and prevention</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Text:</u></p> <ul style="list-style-type: none"> <li>• Chandler &amp; Dahlquist: <b>Chapter 8:</b> General Intervention Strategies Related to the Sensory Regulation/Sensory Stimulation Function</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>• CHAMPS: Ch. 10 <b>Chapter 10:</b> Maintain a Cycle of Continuous Improvement</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <ul style="list-style-type: none"> <li>• Wraparound services for individuals with challenging behaviors and their families <a href="https://nwi.pdx.edu/pdf/WAOverview.pdf">https://nwi.pdx.edu/pdf/WAOverview.pdf</a></li> </ul> <p>U: 2.7, 2.10, 6.2, 6.4 MM: 1.7, 2.4, 2.7, 3.2, 2.10, 6.3 EX: 1.11, 2.4, 2.10, 2.13, 3.14, 4.8, 6.1 ECSE: 2.1, 2.4, 2.5, 4.1, 5.1 DHH: 2.1, 6.5</p> <p><u>Assignment Due:</u> <i>Corrective Strategies Video</i></p> <p>U: 2.1, 4.2, 4.7, 6.2 MM: 1.3, 1.7, 2.5, 2.10, 5.2 EX: 1.2, 1.4, 1.8, 2.8, 3.4, 4.1, 5.3</p>

		ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4
Week 13	<p><u>Topics:</u> SWPBS and MTSS Wrap Up</p> <ul style="list-style-type: none"> <li>Using reinforcement effectively</li> <li>Praising smarts versus effort article</li> <li>Shaping behavior</li> <li>Conducting preference assessments</li> </ul> <p>U: 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 4.4, 6.2 MM: 1.7, 2.6, 2.7, 2.9, 2.10, 2.11, 3.3, 4.5, 5.2, 6.3 EX: 1.4, 2.3, 2.4, 2.8, 2.13, 3.4, 4.1, 5.1, 6.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><u>Canvas:</u></p> <ul style="list-style-type: none"> <li>Conducting a Preference Assessment: <a href="http://mand.frameworkelder.com/page?template=conditioning_reinforcers">http://mand.frameworkelder.com/page?template=conditioning_reinforcers</a></li> </ul> <p>U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p> <p><b>Assignment Due:</b> <i>Self-Regulation / Self-Management Plan</i> U: 1.1, 2.1, 2.2, 2.5, 4.2, 4.7, 5.1, 5.3 MM: 1.3, 2.5, 2.8, 2.9, 4.3 EX: 1.2, 1.4, 1.11, 2.3, 2.8, 2.13, 3.5, 4.1 ECSE: 1.2, 1.8, 2.3, 2.4, 4.1, 4.5, 5.1 DHH: 1.1, 5.4</p>
Week 14	<p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>Escalation cycle</li> <li>Crisis intervention and prevention</li> </ul> <p>U: 1.4, 2.1, 2.5, 2.8, 2.10, 4.4, 5.2 MM: 1.7 EX: 1.4, 2.8, 4.1 ECSE: 2.1, 2.4, 4.1, 5.1 DHH: 2.1, 6.5</p>	<p><b>Assignment Due:</b> Graduate Project Due: Only for graduate students (MA) taking this class.</p> <p>U: 1.1, 2.1, 2.3, 2.8, 4.4 MM: 1.7, 2.5, 2.7, 2.10, 4.7 EX: 1.4, 1.11, 2.8, 4.8, 5.1, 6.4 ECSE: 1.2, 1.4, 1.8, 1.11, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.5, 4.7, 4.8, 4.9, 5.1, 5.3, 6.5 DHH: 1.3, 2.1, 2.4, 2.7, 2.8, 2.9, 3.8, 4.7, 5.6, 6.1</p>
Week 15	Final exam review and in-class presentations: Group Projects	No assignments or reading due!
Week 16	<p><b>FINAL EXAM</b></p> <p>U: 1.1, 1.3, 1.5, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4, 4.2, 4.4, 4.7, 5.1, 5.3, 6.1, 6.2, 6.4, 6.5, 6.7 MM: 1.3, 1.6, 1.7, 2.2, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 3.2, 3.3, 4.2, 4.3, 4.5, 4.6, 4.7, 5.2, 6.2 EX: 1.1, 1.4, 1.7, 1.8, 1.11, 2.3, 2.7, 2.8, 2.9, 3.5, 4.6, 5.1, 5.3, 6.1, 6.4, 6.7 ECSE: 1.2, 1.4, 1.8, 1.11, 2.2, 2.3, 2.4, 2.5, 2.6, 4.1, 4.5, 4.7, 4.8, 4.9, 5.1, 5.3, 6.5 DHH: 1.3, 2.1, 2.4, 2.7, 2.8, 2.9, 3.8, 4.7, 5.6, 6.1</p>	

SPED 402 Syllabus linking page

Instructions requested that only the "I" will be linked:

Universal	DHH	ECSE	MMSN	EXSN
TPE1	TPE1	TPE1	TPE1	TPE1
1.1-pg 5 1.2-pg 5 1.4-pg 8 1.6-pg 5 1.7-pg 5	1.3-pg 5	1.2-pg 5 1.4-pg 5 1.8-pg 11 1.11-pg 5	1.3-pg 5 1.6-pg 5 1.7-pg 8	1.2-pg 11 1.4-pg 5 1.7-pg 5 1.8-pg 5 1.11-pg 5
TPE2	TPE2	TPE2	TPE2	TPE2
2.1-pg 8 2.2-pg 10 2.3-pg 10 2.4-pg 10 2.5-pg 8 2.6-pg 5	2.1-pg 8 2.4-pg 8 2.7-pg 5 2.8-pg 5 2.9-pg 5	2.2-pg 5 2.3-pg 5 2.4-pg 5 2.5-pg 5	2.2-pg 5 2.4-pg 5 2.5-pg 8 2.6-pg 9 2.7- pg 9 2.9-pg 10 2.10-pg 10 2.11-pg 5	2.3-pg 5 2.4-pg 9 2.5-pg 5 2.7-pg 5 2.8-pg 5 2.9-pg 5 2.10-pg 5 2.11- pg 9 2.13-pg 5 2.14-pg 5
TPE3	TPE3	TPE3	TPE3	TPE3
3.2-pg 5	3.8-pg 5		3.2-pg 5 3.3-pg 10	3.4-pg 5
TPE 4	TPE 4	TPE 4	TPE 4	TPE 4
4.1-pg 9 4.2-pg 5 4.3-pg 5 4.4-pg 8 4.5-pg 10 4.7-pg 8 4.8-pg	4.7-pg 5	4.1-pg 5 4.5-pg 5 4.7-pg 5 4.8-pg 5 4.9-pg 5	4.3-pg 8 4.5-pg 10	4.1-pg 5 4.2-pg 5 4.3-pg 9
TPE 5	TPE 5	TPE 5	TPE 5	TPE 5
5.2-pg 8 5.3-pg 10 5.4-pg 9	5.4-pg 5 5.6-pg 5	5.1-pg 5 5.3-pg 5	5.2-pg 5 5.5-pg 5	5.1-pg 9 5.5-pg 5
TPE 6	TPE 6	TPE 6	TPE 6	TPE 6
6.1-pg 8 6.2-pg 8 6.5-pg 5 6.7-pg 8	6.1-pg 5	6.5-pg 5	6.2-pg 5 6.3-pg 5	6.1-pg 5 6.3-pg 10 6.4-pg 5 6.6-pg 10 6.7-pg 5