



UPPER IOWA UNIVERSITY  
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**Registration Information**

<b>Name</b> (first, middle, last)			
<b>Address</b>			
<b>City</b>	<b>State:</b>	<b>Zip:</b>	
<b>Phone</b>	<b>(Home)</b>	<b>(Cell)</b>	
<b>Email</b>			
<b>Social Security #</b>			Gender: M F
<b>Birth Date</b>			
<b>Course #</b>	<b>Start date:</b>	<b>Completion date:</b>	
<b>Ethnicity:</b> Please answer both of these questions (for reporting purposes only). 1. Do you consider yourself to be Hispanic/ Latino? Y N 2. In addition, select one or more of the following racial categories to describe yourself: <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Choose not to respond			

**Payment Information:** After registration, you will receive an email at the email address you indicated above with your Upper Iowa University account information. You will use this information to set up your UIU email address and log into myUIU to pay online for your course. You can also send a check to the Business Office at:

Accounts Receivable  
Upper Iowa University  
P.O. Box 1857  
Fayette, IA 52164

Course #	Course Title	# of Credits	Fee
SPED 550	Behavior Doctor	1	\$125

To request official transcript: [www.getmytranscript.org](http://www.getmytranscript.org)



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**SPED 550 Behavior Doctor  
One-hour Graduate Credit Information  
Behavior Doctor: Creating a Climate of Success for All in Your School and Community  
With Laura A. Riffel, Ph.D.**

**Date:** December 12, 2016

**Time:** 9:00 a.m. – 4:00 p.m.

**Location:** Ramada Tropics Resort and Conference Center, 5000 Merle Hay Road, Des Moines, IA 50322

**Course Description**

**Live workshop:** This course offers students the opportunity to earn one graduate credit from Upper Iowa University for attending the Creating a Climate of Success for All in Your School and Community Training and completing the graduate course requirements.

**Credit Information**

Upon successful completion of an approved workshop and the accompanying requirements, Upper Iowa University will award one semester hour of graduate level professional development credit. These credits are predominantly used for professional advancement (increase on pay scale or recertification), for educators and are not part of a degree program. It is the student's responsibility to verify approval from appropriate district or college officials before attempting to use these credits to satisfy any degree, state recertification, or school district requirements. Upper Iowa will not assume responsibility if a credit is not accepted due to the location of the university or criteria of credit acceptance. State licensing departments, school districts, and other degree programs vary regarding their criteria for credit acceptance.

**Clock Hours** - Many states accept regionally accredited two- or four-year college credit at the 100 (freshman) level or above to be used toward maintenance. One semester hour of college credit is the equivalent of 15 clock hours. State licensing departments and school districts vary regarding their criteria for credit acceptance. It is your responsibility to check with your individual state or district.

**Learning Outcomes:**

The candidate will:

1. Identify the top ten rules that govern behavior
2. Analyze what is and isn't a behavior intervention
3. Plan how to collaborate to help someone implement a behavior intervention
4. Formulate how to build an equitable partnership between home and school
5. Apply and interpret the universal interventions that help with the whole unit



6. Apply and interpret the targeted interventions that help with group behavior
7. Apply and interpret the intensive interventions that help with tertiary behaviors
8. Apply and interpret research-based strategies to ameliorate behaviors at home and school

### **Laura A. Riffel, Ph.D. Biography**

In the early 1970's, Dr. Riffel began her career as a volunteer at the School for the Blind, which led to her interest in special education. She received her bachelor's degree in elementary education from Kansas State University with a minor in special education. Her master's degrees were in: 1) special education with an area of concentration on learning disabilities and intellectual disabilities; 2) special education consulting; and 3) personal counseling. Her Ph.D. from the University of Kansas is in Cognitive and Multiple Disabilities, Families and Policy, with a minor in research. Dr. Riffel has had the opportunity to teach the following students:

- Inclusive classrooms in Kindergarten, First, Third, Fourth, Fifth, and Sixth grades.
- Resource and self-contained classrooms in learning disabilities, emotional behavior disorders, mild intellectual disabilities, moderate intellectual disabilities, severe and profound intellectual disabilities and medically fragile students. (Elementary and Middle School levels)
- Students who were deaf using Signing Exact English (SEE II) in an inclusive setting where all students and teachers were taught to use sign language as they spoke.
- District tutor for adjudicated youth; teaching middle and high school grades at detention facilities.
- Director of a statewide program for behavioral intervention planning serving 500 students per year
- Director of a day program for students with significant behavioral needs

Previously, Dr. Riffel enjoyed teaching at the college level at the University of Kansas, Georgia State University, and the University of Central Oklahoma. She taught the following courses: Families and Quality of Life, Applied Behavior Analysis for Classroom Teachers, and Managing Classroom Behavior.

With more than 30 years of experience, Dr. Riffel has trained thousands of teachers, parents, counselors, psychologists, administrators, and bus drivers how to make data based decisions as a way to change behavior. Her trainings are filled with humor and make data collection easy to understand and use in any setting.

Laura served as the webmaster for the National Technical Assistance Center on Positive Behavioral Interventions and Supports sponsored by the Office of Special Education Programs ([www.pbis.org](http://www.pbis.org)) from 1999-2012. She travels the world presenting on Functional Behavior Assessment and Writing Effective Behavioral Plans as a private consultant. She also presents on



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Positive Interventions and Effective Strategies for classroom teachers, autism, oppositional defiant disorder, ADHD, and learning disabilities.

### Textbooks

*Creating a Climate of Success for All in Your School Community*

### Course Requirements

To receive graduate credit:

1. Attend the face-to-face training on December 12, 2016 in Des Moines, Iowa.
2. Once you have attended the training, complete the graduate assignment, which requires you to analyze and apply the information learned from the training to meet course goals. **You will be graded on the accuracy and depth of your responses and according to the attached rubric.**
3. Send in the Upper Iowa University registration form and your graduate assignment. Please allow 6 – 8 weeks for grading.

### Submitting Graduate Work

- A copy of your Creating a Climate of Success training completion participation certificate **must** be included with your graduate assignment for it to be accepted for grading.
- Your registration and paper are due (postmarked) **three months** from the date of the conference. Extensions are not allowed. **Your graduate assignment will not be returned to you.** Grades will be determined according to the rubric. Allow 6 – 8 weeks for grading. Transcripts may be requested following the link below.

*If you wish to receive feedback, include a self-addressed, postage paid envelope with your registration materials.*

### Transcripts

Transcripts are available at [www.getmytranscript.org](http://www.getmytranscript.org) eight weeks after your materials are received.

**See next page for checklist and rubric...**



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## Checklist to Register for Graduate Credit

**To earn credit complete the following:**

Please ***initial*** next to each line and ***sign*** at the bottom to indicate completion.

\_\_\_\_\_ I have included my completion certificate.

\_\_\_\_\_ I have included my Upper Iowa University Registration Form and this completed checklist.

\_\_\_\_\_ I have included graduate assignment.

\_\_\_\_\_ I have viewed the grading rubric and have followed required guidelines to receive credit.

\_\_\_\_\_ All of my materials are included in one envelope and are being sent together.

\_\_\_\_\_ I understand if I **wish to receive feedback**, I must include a self-addressed, postage paid envelope along with registration materials. UIU will not be responsible for lost or damaged items.

\_\_\_\_\_ All materials are being submitted within three (3) months of the conference date. I understand it will require up to 8 weeks for processing and grading, and I am responsible for requesting my transcripts after the 8-week period.

**I understand the above points. Incomplete packets will not be processed or returned.**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**Mail this completed form along with the above materials to:**

Dr. Dawn Jacobsen  
Upper Iowa University  
Behavior Doctor Graduate Credit  
605 Washington St.  
P.O. Box 1857  
Fayette, IA 52142

**Rubric for Creating a Behavior Doctor: Climate of Success for All in Your School  
Community Graduate credit writing assignment**

- 1. Identify the top 10 rules governing behavior. Compare and contrast what is and is not a behavior intervention in detail with examples. Support your information with at least 3 references cited correctly with APA format (16 points)**

Criteria	4	3	2	1
<b>Content (x2)</b>	Writer covers the 10 rules and compares/contrasts what is and is not a behavior intervention in great detail with 2 - 3 examples	Writer covers 10 rules and compares/contrasts what is and is not a behavior intervention in some detail with 1 example	Writer covers 10 rules and compares/contrasts what is and is not a behavior intervention in little detail and doesn't include examples	Writer vaguely covers 10 rules and compares/contrasts what is and is not a behavior intervention
<b>References</b>	Writer used at least 3 references (one may be from the training manual) to support the response AND all references are cited in APA format and can be found in text and on the reference list.	Writer used at least 2 references (one may be from the training manual) to support the response OR references are not cited in APA format OR aren't found in text and on the reference list.	Writer used at least 1 references (must be an outside source) to support the response OR references are not cited in APA format OR aren't found in text and on the reference list.	Writer did not use any references (manual or outside) to support the response AND references are not cited in APA format AND aren't found in text and on the reference list.
<b>Mechanics of Writing</b>	Student has 0 – 3 errors in his/her paper	Student has 4 – 6 errors in his/her paper	Student has 7 – 9 errors in his/her paper	Student has more than 9 errors in his/her paper



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**2. Compare and contrast the three tiers of interventions: Universal, targeted and intensive. Provide an example for each tier of the interventions (8 points)**

Criteria	4	3	2	1
<b>Intervention Comparison (x2)</b>	Writer correctly compares and contrasts all three intervention types using an example of each	Writer correctly compares and contrasts two intervention types using an example of each	Writer correctly describes one intervention type using an example	Writer correctly identifies one intervention type using no example

**3. Define three strategies on how to build effective partnerships and collaboration with families facing challenging behaviors. Provide an example or scenario in which the strategy is explained. Support your information with at least 3 references cited correctly with APA format. (16 points)**

Criteria	4	3	2	1
<b>Content (x2)</b>	Defines 3 strategies for effective partnerships and collaboration with parents/families regarding challenging behavior and an example or scenario in which the utilization of the strategy is thoroughly explained	Defines 2 strategies for effective partnerships and collaboration with parents/families regarding challenging behavior and an example or scenario in which the utilization of the strategy is thoroughly explained	Defines 1 strategies for effective partnerships and collaboration with parents/families regarding challenging behavior and an example or scenario in which the utilization of the strategy is thoroughly explained	Defines 1 strategies for effective partnerships and collaboration with parents/families regarding challenging behavior and does not provide a scenario in which the strategy is explained
<b>References</b>	Writer used at least 3 references (1 may be training manual)	Writer used at least 2 references (1 may be training manual)	Writer used at least 1 references (none may be training)	Writer did not use any references (including training)



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	to support the response AND all references are cited in APA format and can be found in text and on the reference list.	to support the response OR references are not cited in APA format OR aren't found in text and on the reference list.	manual) to support the response OR references are not cited in APA format OR aren't found in text and on the reference list.	manual) to support the response AND references are not cited in APA format AND aren't found in text and on the reference list.
<b>Mechanics of Writing</b>	Student has 0 – 3 errors in his/her paper	Student has 4 – 6 errors in his/her paper	Student has 7 – 9 errors in his/her paper	Student has more than 9 errors in his/her paper

**4. Describe and analyze a challenging behavior case. Provide ten relevant facts pertaining to the case that would be relevant to you as a teacher and to a family. Include four strategies and discuss how they would address the challenging behavior. Design a behavior plan and reflect on outcomes. Discuss two implications of the decisions for school teams and parents/families. Support your information with at least 3 references cited correctly with APA format. (72 points)**

Criteria	8	4	3	2
<b>Factual Information</b>	Describes a case and provides 10 relevant facts pertaining to the case	Describes a case and provides 7-9 relevant facts pertaining to the case	Describes a case and provides 6- 4 relevant facts pertaining to the case	Describes a case and provides 1-3 relevant facts pertaining to the case
<b>Application</b>	Discusses 4 strategies to address the challenging behavior as they apply to the case	Discusses 3 strategies to address the challenging behavior as they apply to the case	Discusses 2 strategies to address the challenging behavior as they apply to the case	Discusses 1 strategy to address the challenging behavior as it apply to the case
<b>Planning (x2)</b>	Design and describe a behavior plan and reflect on likely outcomes based on 3 of	Design and describe a behavior plan and reflect on likely outcomes based on 2 of	Design and describe a behavior plan and reflect on likely outcomes based on	Provides an incomplete behavior plan





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	the following: a personal response to the facts, analytical interpretation from existing research, and likely data outcomes	the following: a personal response to the facts, analytical interpretation from existing research, and likely data outcomes	1 of the following: a personal response to the facts, analytical interpretation from existing research, and likely data outcomes	
<b>Implications (x2)</b>	Discusses 2 implications of the decisions for school teams AND 2 implications for parents/families	Discusses 2 implications of the decisions for school teams OR 2 implications for parents/families	Discusses 1 implication of the decisions for school teams AND 1 implication for parents/families	Discusses 1 implication of the decisions for school teams OR 1 implication for parents/families
<b>References</b>	Writer used at least 3 references (1 may be training manual) to support the response AND all references are cited in APA format and can be found in text and on the reference list.	Writer used at least 2 references (1 may be training manual) to support the response OR references are not cited in APA format OR aren't found in text and on the reference list.	Writer used at least 1 references (none may be training manual) to support the response OR references are not cited in APA format OR aren't found in text and on the reference list.	Writer did not use any references (training manual or otherwise) to support the response AND references are not cited in APA format AND aren't found in text and on the reference list.
<b>Mechanics of Writing</b>	Student has 0 – 3 errors in his/her paper	Student has 4 – 6 errors in his/her paper	Student has 7 – 9 errors in his/her paper	Student has more than 9 errors in his/her paper

**Grade Scale: A = 100%-92%, B = 91% - 84%; C =85% - 76%; F = 75% - Lower**