

Syllabus Fall 2026

SPIE 4161/5161-80 Constructions of Behavior and Humanistic Supports-Section 80

Instructor Contact Information

Instructor	Theresa Hirst
Phone	319-269-5380
Office hours/location	Arranged or via Zoom: Schindler 506
Email Address	Theresa Hirst
Class Delivery	In-Person/Blackboard Learn Ultra (Class at Irving Elementary, Waterloo, Iowa Monday and Wednesday)
Preferred Communication	email or in-person conversation

Course Information

Credit Hours:

UNI adheres to the federal definition of the credit hour in all courses, regardless of instruction mode, meeting pattern, or course format. One credit hour is the amount of work represented in course learning outcomes and verified by evidence of student engagement and achievement that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester; or,
- The equivalent amount of work in item (1) over a different amount of time; or,

- At least an equivalent amount of work in item (1) for other activities, including laboratory work, internships, practica, studio work, and other academic work leading toward the award of credit hours/units of credit.

In addition, distance and online courses, as well as independent studies, are expected to reflect equivalencies in the amount of instructional time and student work, resulting in equivalent learning outcomes as those achieved in the same courses offered face-to-face.

Course Description:

SPIE 4161/5161. Constructions of Behavior and Humanistic Supports 3 credit hours.

Individual behavior management, behavioral change strategies, and classroom management for students with special needs. Prerequisite(s): SPIE 3150; junior standing. Registration requires full admission to the Teacher Education Program. Corequisite(s): SPIE 4162/5162; SPIE 4163/5163 (Fall and Spring)

Course Content Requirements

Required Texts/Readings/Other Content:

Supplemental Readings:

- Dada, Robin, Kuhn, Mason, and Schweinfurth, Marissa (2023). *Thriving in Today's Schools, The Science of Classroom Management*, First Edition. Kendal Hunt ISBN-979-7657-8607-9
- Denton, Paula (2013). *The Power of Our Words: Teacher Language that Helps Children Learn*. Publisher: Ctr for Responsive Schools. Edition: 2nd, Year Published: 2013 ISBN: 978-1-892989-59-8

Supplementary readings (those recommended but not required)

- Various reading materials will be provided on your eLearning site in Blackboard.

Instructional Methods

Readings and Instructional Materials:

This course consists of the following activities and assessments to assist you in achieving the course and instructional units/module's objectives. Each unit/module/week, you will work on various combinations of assignments, activities, discussions, readings,

research, etc. Each of these activities/assignments will require you to connect with your field experiences.

Quizzes and Exams:

This course does not have any quizzes. The final assessment is project-based.

Online Discussions:

This course is face-to-face and does not use Discussion Boards.

Assignments/Projects:

The assignments for this course will include article responses, case study responses/discussions, (based on Learning Theories of Behavior), assessment activities, an environmental design plan, teacher talk application activities, participation/attendance. The final for this course is the construction of a Toolkit based on topics presented and discussed in class.

Evaluation Methods

Determination of Grades:

Assessment Activities (CLO 6b,k,l,n,o,q,s,t,v, 10b,d,m,q)	45 pts, 9%
Article Response (CLO 2a,e,f,3a,b,c,d,e,f, i,j,k,l,n,o,p,q, 6f,g,h,k,l,m,n,o,p,7f)	10 pts, 2%
Case Study Responses (CLO 2a,e,f, 3a,b,c,d,e,f, i,j,k,l,n,o,p,q 6f,g,h,k,l,m,n,o,p,7f)	10x4=40 pts,8%
Field Notes (CLO 6b,k,l,n,o,p,s,t,v,10b,d,m,q)	20 pts, 4%
Environmental Design (CLO 3b,d,e,f,l,k,n,o,p,r,l,9a,b,c,d,e,f, g,h, i,10i,j,p)	35x2=70 pts, 14%
Teacher Talk Activities (CLO 1b,g,2b,3d,f,k,l,n,q,8h,l,m,q,9e)	20x2=40pts, 8%
Toolkit/Final Project (CLO 3b,e,g,3i,k,m)	100 pts, 22%
Participation/Attend (CLO 9a,b,c,d,e,f,g,h,i,l,m,n)	16x 10 pts=160, 33%

94-100%	A	81-83%	B-	68-70%	D+
91-93%	A-	78-80%	C+	64-67%	D
88-90%	B+	74-77%	C	61-63%	D-
84-87%	B	71-73%	C-	< 60%	F

Course Communication and Technology

Blackboard Component:

The Blackboard Ultra component of the course will include instruction, materials, and communication. This online component can be accessed through the [UNiLearning Suite](http://elearning.uni.edu/) (<http://elearning.uni.edu/>)

Students are advised to check the website and their email for communication. Students are responsible for learning how to use Blackboard for on-time submission of assignments. Blackboard Ultra tutorials are also available:

- [Blackboard Learn Help for Students Ultra Course View](https://help.blackboard.com/Learn/Student/Ultra) website (<https://help.blackboard.com/Learn/Student/Ultra>)

Communication with Instructor:

Attendance, Late Work, and Makeup Work:

I will primarily communicate with students in person or via email. I will be available to connect through Zoom as well. I generally respond to emails within 24 hours, except on weekends and holidays, when it may take up to 48 hours. I will provide feedback on assignment submissions as needed, and I will do this as well as grade within one week of submission.

See UNI [Policy on Class Attendance and Makeup Work](https://policies.uni.edu/306) (<https://policies.uni.edu/306>)

In-Class Etiquette and Expectations:

Phone use should be limited to coursework viewing, in-class research when your computer is unavailable, and for emergencies only.

When communicating with me or classmates through email, discussion forums, and other online platforms, it is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email, unless instructed to. Do not use **Pages** to submit assignments in Blackboard.

Online Netiquette and Classroom Civility:

In communication with me or classmates through email, discussion forums, and other online communication, it is important to think of this communication as a formal dialogue. Be sure that in all communication you create an appropriate subject line, identify yourself, and craft professionally worded content. For example, shorthand messages from your cell phone are generally inappropriate. Always submit assignments through Blackboard and never via email.

Finally, read [Albion's Core Netiquette Rules](http://albion.com/netiquette/corerules.html) and always remember to address your professor and other students in a respectful manner. (<http://albion.com/netiquette/corerules.html>)

Best Practices for Taking Online Exams and Quizzes in Blackboard:

1. Firefox or Chrome browsers are recommended for taking quizzes and exams.
2. **IMPORTANT:** The mobile app on your phone is NOT recommended for taking quizzes or exams. Students can experience errors in their answers and may be unable to submit tests.
3. If your quiz or exam is timed, plan to take the quiz or exam in a single sitting.
4. Please use a reliable (high-speed) internet connection.
5. If you are enrolled in a course that uses a proctored exam, separate instructions will be provided by your instructor.

Technology Requirements and Digital Literacy:

The following information has been provided to assist you in preparing to use technology successfully in this course. You are required to have access to and the ability to use:

- UNI Gmail account
- Microsoft Office (UNI offers options for [Installing Microsoft Office on a Personal Computer](https://servicehub.uni.edu/docs/display/SH/Installing+Microsoft+Office+on+a+Personal+Computer) for free for current UNI students, faculty, and staff, using their CatID)
(<https://servicehub.uni.edu/docs/display/SH/Installing+Microsoft+Office+on+a+Personal+Computer>)
- Reliable (High-speed) internet connection.
- Firefox and Chrome browsers are recommended.

The following may be required for your course:

- Zoom
- YouTube, setting videos to “unlisted” to share links
- Panopto (Viewing and/or student submission)
- Google Drive and Google Apps (these are free with your UNI email account)
- Reliable equipment for video recording and storing recorded videos

Blackboard Ultra and eLearning Suite Tool Support:

- If you experience any technical problems with Blackboard Ultra or any tools used in Blackboard Ultra, please contact [eLearning Suite Support - Service Hub](https://servicehub.uni.edu/service/hub) to request technology help or services.
(<https://servicehub.uni.edu/service/hub>).
- If this is an online course, please contact Online Education.
- It is helpful to provide the course instructor’s name and the course name, and the section number.

Important UNI Policies and Statements

Free Speech:

The University of Northern Iowa supports and upholds the First Amendment protection of freedom of speech and the principles of academic and artistic freedom. We encourage the free and responsible exchange of diverse ideas on our campus. The University is committed to open inquiry and the spirited and thoughtful debate of such ideas.

All UNI employees, students, applicants, and campus visitors are welcome to disclose their personal pronoun preferences, though no one shall be compelled to do so.

Non-discrimination in Employment or Education:

Content in this class has the potential to be disturbing to some individuals based on life experiences. If you ever feel the need to step out of the classroom or

decline participation in an activity, please request an alternative learning experience.

UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states: "The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation."

Policy 13.02 outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at safety.uni.edu and equity.uni.edu. Resources that provide free, confidential counseling are also detailed at safety.uni.edu.

For additional information, contact the Office of Compliance and Equity Management, 117 Gilchrist Hall, 273-2846, equity@uni.edu.

Equal Opportunity and Non-Discrimination Statement:

The United States Department of Education's Office for Civil Rights (OCR) requires that a notice of nondiscrimination be prominently displayed in any publications used in connection with recruitment of students or employees. This applies to electronic formats as well. Refer to [Policy 13.03](#) to view the University's approved statement. (<https://policies/uni.edu/1303>).

Affirmative Action Policy

The University is committed to a [policy](#) (Policy 13.01) of equal opportunity in employment, retention, and advancement of employees without regard to age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or any other basis protected by federal and/or state law, except in rare instances where sex may be a bona fide occupational requirement, and to a policy of affirmative action for protected classes. Affirmative action entails special efforts by the University community, as appropriate, to recruit and hire protected class members throughout the University, proportionate to their availability in the relative labor market. These policies apply to all positions in the University. (<https://policies.uni.edu/1301>)

Campus Accessibility & Accommodations of Disabilities Policy:

No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to unlawful discrimination by the University. This policy applies to all aspects of campus activities including employment, education, student programming, and services

provided to the community at large. [Campus Accessibility & Accommodations of Disabilities Policy](https://policies.uni.edu/1315) webpage (<https://policies.uni.edu/1315>).

Student Accessibility Services:

The University of Northern Iowa (UNI) complies with the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), Section 504 of the Rehabilitation Act of 1973, the Fair Housing Act, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Students with disabilities experiencing a barrier to access should connect with Student Accessibility Services (SAS) to request accommodations. For more information about the accommodation process, please contact SAS at (319) 273-2677 Relay 711, accessibilityservices@uni.edu, or GIL 118. Additional information is also available at sas.uni.edu. (<https://sas.uni.edu/>).

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Office of Civil Rights Compliance:

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UNI Policy 13.02 Discrimination, Harassment, and Sexual Misconduct states: "The University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected class, as well as retaliation."

Policy 13.02 outlines prohibited conduct and reporting processes. All University employees who are aware of or witness discrimination, harassment, sexual misconduct, or retaliation are required to promptly report to the Title IX Officer or Title IX Deputy Coordinator.

Title IX Officer Leah Gutknecht, Assistant to the President for Civil Rights Compliance, 117 Gilchrist, 319.273.2846, leah.gutknecht@uni.edu.

If you or someone you know has been harassed or assaulted, you can find the appropriate resources at civilrights.uni.edu. Resources that provide free, confidential counseling are also detailed at civilrights.uni.edu.

For additional information, contact the Office of Civil Rights Compliance, 117 Gilchrist Hall, 273-2846, civilrights@uni.edu.

The University of Northern Iowa does not discriminate in employment or education. Visit [13.03 Equal Opportunity & Non-Discrimination Statement](https://policies.uni.edu/1303) for additional information. (<https://policies.uni.edu/1303>).

Academic Integrity:

To ensure academic integrity and to follow [UNI policies on Student Academic Ethics](https://policies.uni.edu/301) (see: IV. Academic Ethics Violations), students will not plagiarize, misrepresent, fabricate, or cheat. Unless otherwise instructed and approved by the instructor, students will take quizzes and exams **individually**, without collaboration with other parties and/or using notes or other texts. Similarly, students will submit work (papers, presentations, and other assessments) that is their own work (in regard to violations of these ethics policies, see: V. Academic Ethics Sanctions). (<https://policies.uni.edu/301>).

[IMPORTANT: You might consider adding a statement or links concerning AI and Chat GPT. See the UNI website [AI in Teaching & Learning](https://ai.uni.edu/) (<https://ai.uni.edu/>)]

The Learning Center @ Rod Library:

The Learning Center @ Rod Library provides free tutoring for a variety of different areas (i.e., writing, math, science, business, Spanish, college reading, and learning strategies). The Learning Center @ Rod Library is open for walk-in assistance Monday-Thursday, 10 am-10 pm, and is free of charge for all UNI students. If you are unavailable during normal tutoring hours, online tutoring is also available through Smarthinking. You will need your CATID and passphrase to gain access. Access the [Smarthinking platform](https://tlc.uni.edu/online) (<https://tlc.uni.edu/online>). For more information, go to [The Learning Center](https://tlc.uni.edu) website (<https://tlc.uni.edu>), email TheLearningCenter@uni.edu, call 319-273-6023, or visit the TLC desk located on the main floor of Rod Library.

In addition, the Office of International Engagement offers free coaching sessions with experienced staff, in-person and online, for international and multilingual students. Students can schedule time with an advisor for in-person assistance or simply walk in for services during established coaching times at The Learning Center in Rod Library. More information can be found on the [OIE Academic Coaching Website](https://internationalengagement.uni.edu/academic-coaching). (<https://internationalengagement.uni.edu/academic-coaching>)

Learning Objectives

Conceptual Framework Belief Statements	Student Learning Outcomes (SLO) <i>InTASC</i>	Course-level Objectives (CLO)	Course Assignments and Assessments <i>to Measure CLOs and SLOs</i>
3	3b,s,w,d,l,k,n,o,p,q,r,l,9a,b,c,d, e,f,g,h, i,10i,j,p	The teacher candidate will describe multiple theoretical models and support for instructional and environmental design, including constructivist theory, connectivism theory, cognitive theory, humanistic theory, and behavior theory.	Learning Theories Constructivism Connectivism Humanism Cognitivism Behaviorism Apply theories to build plans, strategies/interventions based on the learning theories. Case Study responses and classroom connections. Track use through the Environmental Design and Lesson Plan construction, data collection , and reflections . The Toolkit Final allows for further research opportunities.
3,4,5	6b,k,l,n,o,q,s,t,v,10b,d,m,q	The teacher candidate will describe the features, purposes, and measurement options of behavioral assessment, including student, parent, and teacher interviews and naturalistic observations.	Assessment Activities/Field Notes will outline the learning objectives for the student, based on data gathered. Data will be collected from observations, record reviews, and interviews with students, parents, and teachers.
			Environmental Design Activity -will use data gathered to develop a plan that promotes a common culture

Conceptual Framework Belief Statements	Student Learning Outcomes (SLO) <i>InTASC</i>	Course-level Objectives (CLO)	Course Assignments and Assessments <i>to Measure CLOs and SLOs</i>
			and supports the established high engagement and behavioral expectations. Lesson Plans construction will include environmental planning, reflection, and decision making for the learning environment.
3,4,6	2a,e,f,3a,b,c,d,e,f,i,j,k,l,n,o,p,q,6f,g,,k,l,m,n,o,p,7f	The teacher candidate will list and provide examples of preventative-level behavior support. They will discuss goal setting, progress monitoring, and self-evaluation.	Case Study Responses -and classroom connections will show how the student makes connections with theory to practice. Article Responses will be used to strengthen cultures within expectations. Daily Lesson Plan and Constructing the Environmental Design Plan will show how students use current data to decide what will work to advance student learning. Final Toolkit -gather additional strategies/interventions to assist in preventative instruction.
4,5,6	1b,g,2b,3d,f,k,l,n,q,8h,l,m,q,9e	The teacher candidate will state why the tone, pace, words, and listening skills matter when teaching. They will formulate a plan to sustain or improve their	Teacher Talk Activities: Teacher Language is evaluated by recording and reflecting on its use when teaching students. Final Toolkit: gather additional

Conceptual Framework Belief Statements	Student Learning Outcomes (SLO) <i>InTASC</i>	Course-level Objectives (CLO)	Course Assignments and Assessments <i>to Measure CLOs and SLOs</i>
		teacher's language when teaching students.	strategies/interventions to assist student learning.