This course supports the assessments for X371. The course covers 3 competencies and represents 4 competency units.

**Introduction**

This course explores the challenges of working with students with emotional and behavioral disabilities. You will learn about theories, interventions, practices, and assessments that can influence these children's opportunities for success, and you will be better able to make decisions about how to strategize behavior adjustments for individual students.

This course is also designed to help provide you with an understanding of behavioral assessment and analysis, developing functional behavior assessments (FBAs) and behavioral intervention plans (BIPs) and incorporating them into a management protocol that assists in the application and delivery of successful services for special education students.

Watch the following introduction video for this course:

**Competencies**

This course provides guidance to help you demonstrate the following 3 competencies:

- **Competency 613.1.1: Behavioral Assessment and Analysis**
  The graduate accurately uses daily measurement and other assessments of behavior (e.g., Functional Behavior Assessment), and the systematic investigation of important variables of behavior to identify and record problem behaviors and changes in behavior

- **Competency 631.3.2: Behavior Management and Intervention**
  The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

- **Competency 631.3.3: Behavioral Research Application**
  The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

**Teaching Dispositions Statement**

Please review the [Statement of Teaching Dispositions](#).

**Course Mentor Assistance**

As you prepare to successfully demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success.
mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don't work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources

The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Purchase Learning Resources

Listed below are the learning resource materials you will need to obtain.

CD-ROM

You will need to purchase the following CD-ROM for use in this course. You may purchase the CD through a retailer of your choice.


Automatically Enrolled Learning Resources

You will be automatically enrolled at the activity level for the following learning resources. Simply click on the links provided in the activities to access the learning materials.

VitalSource E-Texts

The following textbooks are available to you as e-texts within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

Planning for the Praxis
The Praxis Exam 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance is only offered 4 times a year (usually September, January, April, and July). Please plan ahead before adding this assessment to your term. Current 0371 test dates can be found at the following ETS web page:

- Paper-Delivered Test Centers and Dates

Many students find it beneficial to consult the Preparation Materials provided by ETS to prepare for this exam.

Special Education Vocabulary Glossary

Special education has a specialized vocabulary that will become very natural in its use as you progress through your studies. To facilitate this internalization you will expand on your own "Glossary of Terms" started in other related courses. As you come across new terms or acronyms, through your readings or discussions with others, add them to your Glossary of Terms. This glossary will be a great reference tool in future readings, study tool (blank out the definition side and provide the definition from memory), and could be used in the future to create a document for parents who are just coming into the world of special education. Make your definitions short but meaningful.

Enroll in Learning Resources

You will need to enroll in or subscribe to learning resources as a part of this course. You may already have enrolled in these resources for other courses. Please check the “Learning Resources” tab and verify that you have access to the following learning resources. If you do not currently have access, please enroll or renew your enrollment at this time.

Note: For instructions on how to enroll in or subscribe to learning resources through the “Learning Resources” tab, please see the “Acquiring Your Learning Resources” page.

Pearson CourseCompass E-Text

Select chapters from the following textbooks are available to you in the Pearson e-text:


You should receive an e-mail from Pearson CourseCompass that will have your log-in information. Keep this e-mail since you may need it for future reference.

UWillTeach

The UWillTeach courses contain modules, quizzes, assessments, videos and directed questions to help you gain competency throughout your program. You should receive an email
from UWillTeach that will have your login information. Keep this email since you may need it in the future for reference.

You will access the following courses:

- Course 1: Foundations in Special Education
- Course 4: Instructional Strategies: Creating Environments that Promote Learning, Appropriate Social Interactions, and Behavior
- Course 9: Collaboration and Instructional Planning in the IEP Process

**Analysis of Behavior Problems**

Focus on how to develop a reflective approach to problem solving by considering real-life complexities and a multitude of perspectives. Note the importance of the five steps involved in case analysis and the rationale behind each of the elements.

This topic addresses the following competency:

- Competency 613.1.1: Behavioral Assessment and Analysis
  The graduate accurately uses daily measurement and other assessments of behavior (e.g., Functional Behavior Assessment), and the systematic investigation of important variables of behavior to identify and record problem behaviors and changes in behavior

**Analyzing Case Studies**

During your reading, focus on how to develop a reflective approach to problem solving by reflecting on (thinking about) the real-life complexities and the multitude of perspectives from which one can view any given case presented in the readings. Note the importance of the five steps involved in case analysis and attend to defining the rationale behind each of the elements. Pay attention to key concepts and reflective questions in the text. Visit the message board to read discussions related to this section.

**Analyzing Behavior Problems**

Reading and analyzing case studies will help you in real-life decision making. Case analysis follows a very systematic pattern with specific elements. Reflect on the scenarios from the readings in Managing *Classroom Behavior* related to the developmentally significant behaviors, as well as to the patterns and stages of misbehavior. Create a "Quick Chart" that can be used as a reference to the patterns and stages of misbehavior. Save this in your folder for possible use during Demonstration Teaching.

Access the following case study in the IRIS Center's "Encouraging Appropriate Behavior" Case Study Unit:

- Case Study Level A, Case 2

This case study presents the use of positive behavior management techniques available to teachers for use with an individual student. After reading this case study, create a list of techniques you could use when working in an actual classroom with students. This list may be
very useful during your PCE tasks or during Demonstration Teaching.

Using the IRIS Center’s “Encouraging Appropriate Behavior” Case Study Unit:

1. Read the STAR (Strategies and Resources) sheets on the possible strategies listed above.
2. Outline a summary of each strategy, including its purpose.
3. Describe why each strategy might be used to help Heather, the student from the case study, meet one or more of her goals.

Read through another case study that involves a student older than Heather. Compare and contrast the problems of each case through the use of a Venn diagram. Share this diagram with a peer/colleague.

Identify ways to measure the problem behaviors and the behavior change. Create an outline or graphic organizer for each of the above behavior related events.

Analyzing and identifying these concepts will be discussed in a conference call schedule listed in the learning community. Be prepared to discuss these ideas with your peers.

Reading

Read the following chapters in Managing Classroom Behavior in the Pearson e-text:

- chapter 2
- chapter 3

Behavioral Assessment and Analysis

This section covers processes and procedures of assessment, linking assessment to IEPs and instruction, and the practices of assessment from an applied and practical perspective.

You will study behavioral management methodology and applied behavioral analysis that can be relevant across a range of disability categories in various educational settings.

After completing the activities in this section, you should be able to do the following:

- outline growth in the category of learning disabilities
- identify causes of learning disabilities and explain how they impact neurological development
- distinguish between intelligence and adaptive behavior, giving examples of tasks that are representative of each

Understanding and Impacting Behaviors

Understanding the basic principles for implementing behavior management strategies will help you successfully impact positive behavior changes understand what serious behaviors are, and
know how they can interfere with a child's receipt of a free and appropriate public education (FAPE).

This topic addresses the following competency:

- Competency 613.1.1: Behavioral Assessment and Analysis
  The graduate accurately uses daily measurement and other assessments of behavior (e.g., Functional Behavior Assessment), and the systematic investigation of important variables of behavior to identify and record problem behaviors and changes in behavior.

Behavior and Identification of "Chains of Events"

Focus on defining behavior and identifying chains of events. Take notice of effective communication strategies, including the influence of peers and their impact on student behavior. Read the scenarios in chapters 4 and 6 from Managing Classroom Behavior and complete the exercises in "Questions for Reflections."

Build an understanding of reinforcement and be able to identify and distinguish the different types of reinforcement. Recognize the influence of peer groups on a student's behavior and the consequences of those behaviors through the use of observational learning. Identify the types of group contingencies that are used to create desirable peer pressure. Access the website message board to check accuracy of your analyses.

Access the "Iris Center" Website

On the IRIS Center Resource Locator website, review the resources in the "Behavior and Classroom Management" section. Consider various bases of behavioral problems, including the curriculum and the teacher. Make notes on your reading and discuss them with a study partner, peer, or colleague.

Reading

Read the following chapters in Managing Classroom Behavior in the Pearson e-text:

- chapter 4
- chapter 6

Behavior Management and Intervention, Part I

You will accurately apply the theory and principles of behavior, applied behavioral analysis, and important variables of behavior in order to effectively intervene, initiate, maintain, and generate behavior change. In order to understand the desired behavioral changes, one must establish a behavioral objective that identifies the following elements:

- who the learner is
- antecedent conditions under which the behavior is being displayed
- target behavior
After completing the activities in this section, you should be able to do the following:

- apply a specific behavior model to a student's needs
- create a discipline plan for a specific behavior
- identify the "acting out" stages
- identify ways to handle disruptive behavior

**Differentiating Among Discipline Models**

The ability to differentiate between various discipline models will help you understand behavioral management methodology and applied behavioral analysis that can be relevant across a range of disability categories in various educational settings.

This topic addresses the following competency:

- Competency 631.3.2: Behavior Management and Intervention
  The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

**Discipline Models**

Review the continuum of discipline and management models on page 3 in chapter 1 ("Discipline, Management, and Teacher Power") of Solving Discipline and Classroom Management Problems. These models will give you a practical base to deal with a wide variety of discipline situations empowering you when you enter the actual classroom.

Go to the end of chapter 1 ("Discipline, Management, and Teacher Power") and complete the following inventory:

- Beliefs About Discipline Inventory

Save your results to inform your discussion with a peer who has also completed this inventory.

**UWillTeach Discipline Models**

Review and complete the following modules from course 4 (Instructional Strategies: Creating Environments that Promote Learning, Appropriate Social Interactions, and Behavior) on the UWillTeach website:

- module 1
- module 3
Focus on defining and differentiating categories or models of discipline. Demonstrate your understanding by outlining the "Basic Assumptions" on activities, assessments, reflective questions, and vignettes.

Determine which models you might utilize in given classroom situations that could apply to different student behaviors. Understand the terminology aligned with each model and be prepared to discuss the theories that govern the models. Focus on the implications of specific classroom management techniques, interventions, and supports.

Addressing Disruptive and Noncompliant Behaviors

Complete the following IRIS Center module about disruptive and noncompliant behaviors:

- Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle

Create a document that you would be able to share with parents on the stages of the acting-out cycle. Provide suggestions for ways to respond to students in the cycle's different phases. Include interventions that can be implemented to decrease disruptive and noncompliant behaviors.

Reading

Read the following in Solving Discipline and Classroom Management Problems.

- chapter 1 ("Discipline, Management, and Teacher Power")
- chapter 2 ("The Behavior Analysis Model")
- chapter 3 ("The Behavior Analysis Models: Behavior Education Programs (BEP) and Response to Intervention (RTI)")
- chapter 4 ("Tools for Teaching: Discipline, Instruction, and Motivation")

Behavior Management and Intervention, Part II

This section will give you competence and confidence to effectively intervene, initiate, maintain, and generate behavior change and implement behavior management plans in the classroom.

After completing the activities in this section, you should be able to do the following:

- discuss the protocol of behavior analysis
- outline behavioral management methodology
- apply behavioral analysis

Behavior Analysis Techniques

Exploring the protocol of behavior analysis will increase your understanding of behavioral management methodology and applied behavioral analysis, which are extremely relevant when working with a range of disability categories in various educational settings. Your confidence in
your ability to analyze behavior techniques will make your job easier and allow you to meet the needs of the students and develop behavioral plans that are individual, thus improving the probability of each plan's success.

This topic addresses the following competency:

- Competency 631.3.2: Behavior Management and Intervention
  The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

**Applied Behavioral Analysis**

Under the "Behavior" topic on the IRIS Resource Locator website, review the modules that introduce the "models and elements of behaviors" and complete the case studies. Outline the procedures of behavior analysis techniques. Give examples of how these concepts are applied in the classroom and other settings, using selected cases for analysis.

As your final entry in your outline, list the use of applied behavior analysis (ABA) as an overall management system. Summarize the relationship of the principles of ABA and teaching academic skills, functional skills, and appropriate social behavior. Discuss your summary with a peer or colleague. In the message board, post a concept relating to ABA that was of particular interest to you.

**Theories of Development and Behavioral Objectives**

In UWillTeach, complete the following sections from course 4 (Instructional Strategies: Creating Environments that Promote Learning, Appropriate Social Interactions, and Behavior):

- module 2
- module 3

Be familiar with the biophysical, developmental, and cognitive theories and the useful information teachers gain from them. Notice the differentiation of operant and respondent conditioning, and become familiar with positive and negative reinforcement issues. Study the precedents and antecedents of behavior.

The chapter review of key terms and the discussion questions at the end of both chapters 1 and 2 in Applied Behavior Analysis for Teachers in the Pearson e-text will aid in checking your comprehension of the material.

Create a "study sheet" on the components of behavioral objectives, including a standard format for a behavioral objective. Include the components of a well-written behavioral objective that will assist in the development of an IEP that includes the six components identified by current legislation. Additional items to have on your study sheet include the following:
- levels of learning
- behavioral terms used in writing objectives
- contents of a transitional plan
- developmentally significant behaviors, patterns, and stages of misbehavior, measuring problem behavior, and behavior change
- outline of the five operations of behavioral approach and group contingencies

Write a functional assessment of behavior and develop an example of a positive intervention, and then attach these two items to the study sheet you have created. Share this information with a peer or colleague. Add any additional information that comes out of your discussion.

**Reading**

Read the following chapters in *Solving Discipline and Classroom Management Problems*:

- chapter 5 ("Assertive Discipline")
- chapter 6 ("Cooperative Discipline: Dreikus/Adlerian and Albert's Cooperative Discipline Model")
- chapter 7 ("Glasser's Reality Therapy, Control Therapy, and the Quality School")
- chapter 8 ("Love and Logic Discipline")

Read the following chapters in *Applied Behavior Analysis for Teachers* in the Pearson e-text:

- chapter 1
- chapter 2

**Behavior Management and Intervention, Part III**

After completing the activities in this section, you should be able to do the following:

- evaluate behavior through observation
- use data collection in ongoing behavior evaluation
- create a behavior intervention plan

**Data Collection Methods**

The efficacy of all behavioral management plans includes evaluating behavior through observation and the use of ongoing data collection methods. After completing these activities, you will understand behavioral management methodology and applied behavioral analysis that can be relevant across a range of disability categories in various educational settings.

This topic addresses the following competency:

- Competency 631.3.2: Behavior Management and Intervention
  The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.
Behavioral Evaluation and Data Collection

Review the following module from course 4 (Instructional Strategies: Creating Environments that Promote Learning, Appropriate Social Interactions, and Behavior) on the UWillTeach:

- module 3

Read about data collection procedures in order to identify the most common data collection methods and their adaptation for classroom use.

Create a note sheet related to the following and contact a peer to discuss the following elements on your note sheet:

- requirements for behavior evaluation
- outline systems of data collection
- list of the dimensions for the observation of behaviors
- outline of the purposes of graphs and the basic methods of graphing data to assist in understanding the value of graphs as a communication tool
- delineation of data conversion procedures to understand their use in writing and evaluating student progress reports and in writing IEPs, behavior management plans, and intervention plans
- information on the appropriate use of recording systems and procedures, data collection sheets, and graphing

Create a document that you would be able to present to a host teacher indicating your understanding of behavior evaluation and data collection.

Reading

Read the following chapters in Applied Behavior Analysis for Teacher in the Pearson e-text:

- chapter 3
- chapter 4

Take notes in your notebook for future review and assessment preparation.

Behavior Management and Intervention, Part IV

As you delve deeper into the areas of behavior management and intervention, you will look specifically at functional behavior assessments and behavior management programs that serve to inform a teacher's strategies when working with an individual student. This section covers how to identify abnormal behaviors and design a behavior management program that will ensure progress for your special education students.

After completing the activities in this section, you should be able to do the following:
• conduct functional behavior assessments
• design a behavior management program
• identify targeted behaviors
• identify social, emotional, and behavioral challenges that permeate all disabilities
• describe the current status of social and emotional characteristics and potential solutions
• identify and discuss the five operations of a behavioral approach

Case Analysis

The process of identifying targeted behaviors and the holistic interrelationship between the management of behavior and the implementation of behavioral goals and objectives is the key to changing behavior.

This topic addresses the following competency:

• Competency 631.3.2: Behavior Management and Intervention
  The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

Scavenger Hunt

Read or review the following sections of Managing Classroom Behavior in the Pearson e-text:

• part 2
• chapter 1
• chapter 2
• chapter 3
• chapter 4
• chapter 5

Review the following module from course 4 (Instructional Strategies: Creating Environments that Promote Learning, Appropriate Social Interactions, and Behavior) in UWillTeach:

• module 1
• module 2
• module 3

For this scavenger hunt, you will seek to gather a number of specific items. You may complete this individually or with another student or group of students, but the hunt must be completed within one week. Post a message on the message board in the course that you are ready to begin and request an e-mail if you'd like to work as part of a team or group.
Find the following items:

- four behavior modules with a description of each
- description of how to develop a comprehensive behavior management system
- case study about teachers encouraging appropriate behavior
- example of a functional behavioral assessment (FBA) and a behavioral intervention plan (BIP)
- example of a positive consequence strategies
- information on the reasons for problem behavior and how to develop a behavior plan
- information on disruptive and noncompliant behaviors and how to address them
- information on teaching social skills
- Parents’ Guide to Functional Behavior Assessments
- case study about norms and expectations

When you have found all the items in the scavenger hunt, post a message on the message board. Be ready to discuss the items you were able to find in your scavenger hunt in a conference call.

Remember the process of case analysis is one you can learn only by doing. By utilizing models of discipline, you will understand how to analyze a case and the sequence of the importance of issues in each case. Acknowledge the necessary actions to perceive the perspectives of the people involved in each case. Attend to the multiple problems each case presents. Be prepared to discuss the fundamental components of case analysis and articulate the rationale behind your analysis perspective.

Save all of the items you found in the scavenger hunt to read through prior to taking the Praxis exam.

**Case Study Analysis Reflection**

The process of identifying targeted behaviors and the holistic interrelationship between the management of behavior and the implementation of behavioral goals and objectives is the key to changing behavior.

This topic addresses the following competency:

- Competency 631.3.2: Behavior Management and Intervention
  The graduate accurately applies the theory and principles of behavior, and applied behavioral analysis and important variables of behavior to effectively intervene, initiate, maintain, and generalize behavior change.

**Developing and Reflecting on Target Behaviors**
Review the following UWillTeach courses:

- course 1
- course 4
- course 9

Create an outline about target behaviors and how to recognize behavioral operations in order to develop effective strategies for dealing with acceptable and unacceptable troublesome behavior.

Be able to identify when speaking to a peer the five operations of a behavioral approach. Discuss with this peer the factors involved in a strong behavior management program to determine the most effective strategy to successfully help students change their behavior and to manage a classroom.

**Models of Discipline and Effective Communication**

The ability to work with parents, administrators, and colleagues is often the critical difference that divides good teachers from those who are truly excellent. Learning how to communicate effectively with all stakeholders can enhance behavior management techniques.

After completing this section's activities, you should be able to do the following:

- designate the stakeholders to be communicated with in an IEP
- identify examples of verbal and nonverbal communication skills that must be modeled and taught
- outline the IEP process

**Models of Discipline and Effective Communication**

This topic addresses the following competency:

- Competency 631.3.3: Behavioral Research Application
  The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

**Communication Strategies**

Consider the following questions:

- Do you know how to deal with abusive parents?
- Do you understand who the parents are?
- Do you know what the communication protocol is for your school?
When communicating with caregivers, administrators, and colleagues, the special education teacher has all sorts of options. Some beneficial methods of communication can be, but are not limited to the following:

- making home visits
- calling caregivers (often just to check in)
- involving stakeholders immediately in the IEP process
- encouraging stakeholder participation in classroom activities or projects
- listening, meeting, and involving caregivers and colleagues before specific problems arise
- being familiar with the family culture
- using the home-note system to develop communication from the beginning of your involvement

When communicating with caregivers, administrators, and colleagues, always discuss something positive about the child before addressing problem areas.

Read the following article about communication with parents:

- "Building Partnerships with Parents and Teachers"

**Behavioral Research Application**

You will be introduced to the tenets of theory on human behavior with research-based recommendations for dealing with contemporary concerns such as diversity, social skills instruction, positive behavior supports in the classroom setting, and the importance of reflective teaching.

Your knowledge of the laws and rights of special education students can give you the extra edge in becoming a highly qualified teacher.

After completing the activities in this section, you should be able to do the following:

- discuss the constitutional rights of the First, Fourth, and Fourteenth Amendments
- discuss how social skills and behavior affect a classroom
- reflect on discipline strategies
- outline the constitutional rights related to special education

**IEPs and Civil Rights**

Ensuring that the rights of students are protected in all school situations is a measure of social and legal responsibility and an integral component for special educators.

- Competency 631.3.3: Behavioral Research Application
  The graduate can combine the tenets of theory on human behavior with research-based recommendations for dealing with the contemporary concerns as diversity, social skills
instruction, and positive behavior supports in the classroom setting, and the importance of reflective teaching.

The Constitution and Student Rights

Create a pamphlet addressing the constitutional rights of the First, Fourth, and Fourteenth Amendments as a standard of judging individual constitutional rights as they relate to special education and educational planning.

Include as part of this pamphlet the definition of "in loco parentis" and "due process proceeding" and give examples of situations in which they can impact the educational process.

Also include a section that provides examples of free appropriate public education (FAPE) and least restrictive environment (LRE) as they relate to behavioral disabilities, classroom management, and the inclusion of students into the general education classroom.

Conclude the pamphlet with a statement defining the teacher’s responsibility in making certain that student rights are respected.

Disciplinary Procedures

Focus on the practices of grading, homework, suspension, and judicious discipline. Review the different discipline issues addressed by the procedures used in schools.

Summarize your understanding of prosocial skills and teachers' methods of applying skills and responding to difficult parents and student violence. Share this summary with a peer.

Create a chart to help the understanding of physical and behavioral indicators of child abuse and neglect. Make note of the "degrees of crisis," and associate the situations noted to each level of crisis. Use the vignettes in the appendix to analyze and preplan preventative measures.

Reading

Read the following sections in Applied Behavior Analysis for Teachers in the Pearson e-text:

- chapter 13
- appendix

Then read the following chapters in Solving Discipline and Classroom Management Problems:

- chapter 11 ("Designing Your Own Model of Discipline")
- chapter 12 ("The Peer Mediation Model")
- chapter 13 ("The Judicious Discipline Model: The Constitutional Amendments, Student Misbehavior, and Ethical/Moral Development")
- chapter 14 ("Skillstreaming—Teaching Prosocial Skills")
- chapter 15 ("Bullying Prevention in Schools and Classrooms")
Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessments associated with this course. If you have not already been directed to complete the assessments, schedule and complete your assessments now.

**Outside Vendor Assessment**

Complete the Praxis Exam 0371: Teaching Students with Behavioral Disorders/Emotional Disturbance.

The procedure for registering for Praxis exams is different from the registration procedure for other WGU objective exams. Please follow these directions very carefully:

- [How to Schedule a Praxis Exam](#)

Follow the ETS guidelines on what to bring on exam day listed on the following web page:

- [What to Bring](#)

*Note: You must schedule your Praxis exam through WGU in order to have WGU pay for the exam.*

**Submitting Outside Vendor Assessment Scores**

After completing an outside vendor assessment, follow the directions for submitting a score report on the “Following Outside Vendor Assessments” page.

**The WGU Library**

The [WGU Library](#) is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on [The WGU Channel](#):

- [WGU: Accessing the Library](#)
- [WGU Library: Finding Articles, Books, & E-Reserves](#)

**Center for Writing Excellence: The WGU Writing Center**

If you need help with any part of the writing or revision process, contact the Center for Writing Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing
concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

Feedback

WGU values your input! If you have comments, concerns, or suggestions for improvement of this course, please submit your feedback using the following form:

- Course Feedback

ADA Requirements
Please review the University ADA Policy.