

Positive Behavior Support Section 01

EDSE 279

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 09/17/2024

Contact Information

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Office Hours:	Tuesday 2:30 pm- 3:30 pm & by Appt.
Class Days/Time:	Tuesday 4:00-6:45 p.m.
Classroom:	Sweeney Hall, 211

Course Description and Requisites

Examination and application of various approaches and strategies for promoting positive social, emotional, and academic learning experiences for students with and without disabilities. Effective class-wide and individual strategies for students, including the assessment of behaviors, design of formal and informal positive behavior support plans, and the implementation and evaluation of such plans.

Prerequisite(s): Department consent.

Letter Graded

* Classroom Protocols

1. Professionalism

Professional deportment is required of all class participants. The instructor reserves the right to modify a student's final grade for unprofessional conduct, etc.

2. Cell phone and computer use

Cell phone and computer use not directly related to the topic at hand is disrespectful of other peers and the instructor, and it is not a behavior that you would condone in your class and I don't in mine. Please observe the following rules, and remind each other about the rules whenever your peers inadvertently fail to follow the rules:

1. Cell Phones must be silenced for the entire duration of the class.
2. Please restrict your use of computers to making notes on the course Reading emails and other non-task-related computer activities during the class is not allowed and will result in the loss of five participation points in each class.

≡ Program Information

LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

Course Goals

This course is intended to assist students to meet the competencies specified in the [CCTC Teacher Performance Expectations \(TPEs\)](#) related to supporting positive behavior and classroom management as specified for the following credentials:

Universal (U): 1.1 (P), 2.1 (P), 2.3(A), 2.6 (I,P), 6.2(P)

Mild Moderate (MM): 1.7(A), 2.5(P), 2.1(I), 2.6(A), 2.7(I,P), 4.3(A)

Extensive Support Needs (ESN): 1.4(P/A), 2.8(P), 2.9(P), 2.13(P), and 4.1(P/A)

Early Childhood Special Education (ECSE): 1.6(P), 4.7(P)

Additionally, this course addresses the following program learning outcomes (PLOs):

PLO #1: Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.

PLO #4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs)

Upon successful completion of this course, students will be able to:

1. Design learning environments that promote positive social-emotional and academic learning experiences for **All** students in classroom settings that provide both general and special educational supports and services, including English Learners and Students in diverse socio-economic environments.
2. Conduct a Functional Behavioral Assessment for a student who demonstrates challenging behaviors in a classroom.
3. Develop a Positive Behavioral Intervention Support Plan collaboratively with an educational team.
4. Demonstrate knowledge about strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-

based strategies; and implement selected strategies in such a way as to maximize their effectiveness to enhance the quality of students' schooling and lives.

5. Demonstrate knowledge about various models and strategies for classroom management in general; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way as to maximize their effectiveness to enhance the quality of students' schooling and lives.
6. Plan strategies for addressing the social-emotional needs of students and for building social relationships among students.
7. Demonstrate knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors.
8. Identify the components and legal guidelines for the use of emergency procedures for students who demonstrate dangerous behavior.

Course Materials

Textbook: No textbook is required.

All required reading materials are provided on Canvas as well as in other designated online sources (i.e., IRIS Modules). Please refer to the Course Schedule at the end of this syllabus for specific reading requirements.

Additional Resources:

Provided during course

Course Requirements and Assignments

SJSU classes are designed such that to be successful, it is expected that students will spend a minimum of 45 hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

1. Use of Canvas/Connecting with Peers (10 pts.; 3 % of grade). U 2.6, MM 1.7, EX 1.4; CLO1.

You are required to do this assignment in order to get familiar with Canvas and to get connected with your peers as this class is intended to model how to implement Social Emotional Learning (SEL) and reflection as part of the course goals. For Login information and other guidelines, please refer to Canvas Access on page 2 of this syllabus.

*Post one paragraph of your self-introduction, you may comment on your educational journey completed in class if you like and include your initial thoughts on your behavior management philosophy as a benchmark for the course (with an optional photo) on Canvas *Discussions* and respond to at least one peer by 9/3, Tuesday, 4:00 p.m.

2. Class Participations (In-person) (80 points, 20% of grade) MM 1.7, 2.1, 2.5, 2.6, 4.3, & 6.2; EX 1.4, 2.8, 2.9, 2.13 & 4.1; ECSE 1.6 & 4.7; PLO 1&4; CLO 2,3,5, & 7.

Regular and active participation is important to the structure of this class. This class models teaching practices that promote Social Emotional Learning (SEL), utilizing collaborative learning groups for in class activities. The instruction during in-person sessions will be structured to encourage active learning and to engage in individual and group activities that will allow for a deeper understanding of materials covered in the readings and online modules. Therefore, **you are required to complete readings before coming to each In-Person class.** You will be asked to participate in a variety of activities. Your participation in these activities will be graded, with the expectation that you are fully engaged and professional. The number of in-class activities and points per class will vary. There will be no make-up for this requirement. In addition, you will be asked to participate in individual and whole-class activities. In order to maximize your learning in this course, please complete all readings and materials presented in the course, even when absent and excused by the professor.

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- **Download and bring hard** copies of the class handouts that will be posted on Canvas as needed for your learning strengths and participation, **or, if you prefer, have them accessible** on a computer if you bring your laptop. PPTs and other course-related handouts will be available in advance on Canvas, in *Modules on* EDSE 279 home page.

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Grading Rubric for Class Participation

Criterion

Quality

<p>Interaction/participation in class discussions and activities</p>	<p>Always a willing and active participant: responds frequently to questions; routinely volunteer points of view; always actively participate in group activities; Always act appropriately during all role plays and discussions. (40 pts.)</p>	<p>Often a willing participant: respond occasionally to questions; occasionally volunteer points of view; often actively participate in group activities; Often act appropriately during role plays and discussions. (20 pts.)</p>	<p>Rarely a willing participant: rarely respond to questions; rarely volunteer points of view; rarely participate in group activities actively; rarely act appropriately during role plays and discussions. (10 pts.)</p>
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<p>Demonstration of professional attitude and demeanor</p>	<p>Always prepared (reading/homework/assignment);</p> <p>Always arrive on time; always demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Always use a cell phone and a computer for the purpose of the class only.</p> <p>(40 pts.)</p>	<p>Often prepared (reading/homework/Assignments); Often arrive on time; Often demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities;</p> <p>Most of the times, use a cell phone and a computer for the purpose of the class.</p> <p>(20pts.)</p>	<p>Rarely prepared (reading/homework/assignments); Rarely arrive on time; Rarely demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Rarely uses a cell phone and a computer for the purpose of the class.</p> <p>(10 pts.)</p>
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Important Note: Please restrict your use of a computer to making notes on the course only. Reading emails and other non-task-related computer activities during the class is discouraged for your full participation and engagement in the class.

3. **Online Modules/Assignments** (Total 180 points, 45% of grade) 1, U2.3, U2.6, & U6.2; MM 1.7, & 4.3; EX 1.4 & 4.1; ECSE 4.7; PLO 1 & 4; CLO 1,4, 5, 6, 7, & 8.

There will be a total of seven asynchronous online assignments scheduled during the weeks outlined in the Course Schedule of this syllabus. You will receive points for six of these seven assignments. The topics, assignments, and due dates are detailed below. Specific guidelines for each assignment can be found on Canvas under both the Module and Assignment tabs.

Week	Online #	Topic	Due Dates	Points
9/3-9/8	Online #1	Humanizing Pedagogy in Your Classroom (Canvas)	9/8, Sunday Midnight	30
9/17-9/22	Online #2	Explore PBIS Website and Review the Handbook and materials (Canvas)	9/22, Sunday Midnight	30
10/1-10/6	Online #3	Explore PENT Website and materials (Canvas)	10/6, Sunday Midnight	30
10/15-10/20	Online #4	IRIS Module SOS: Helping Students Become Independent Learners (Self-management/Self-Advocacy Strategies)	10/20, Sunday Midnight	30
10/29-11/3	Online #5	IRIS Module: Developing own class-wide management plan/ Developing own plan for implementing Social Emotional Learning (SEL) Strategies	11/3, Sunday Midnight	30

11/12-11/17	Online #6	SEL in the Classroom: CASEL Website Review Analyze Signature Practices	11/17, Sunday Midnight	30
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4. **Functional Behavior Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS) Project (Report and Presentation)** (130 points, 33% of grade)

(U1.1; MM 1.7, 2.1, 2.5, 2.6, 2.7, & 4.3; EX 1.4, 2.8,2.9, & 4.1; ECSE1.6 & 4.7; PLO 1 & 4; CLO 2, 3, 4, 5, 6, 7, & 8).

For this project, you have the option of choosing your own focus student or one of the case studies provided on Canvas. All case studies include complete datasets. This project consists of the following **4 Written Parts and 1 Presentation, with different due dates**, to help you complete the project with ease and success (“chunking”). When submitting the paper, **please include all previously submitted parts, datasheets/assessments, and other attachments if any.**

1. Summary of Baseline Data (Part #1) (Due 9/22): 10 Pts.
2. Summary of FBA Data (ABC, Communication, Ecological Analysis, & Health/Medical factors/Previous BIP), Hypothesis, and Replacement Behavior (Parts #2-7) (Due 11/5): 35 Pts.
3. Recommendations for Intervention (Parts #8-10) (Due 11/19): 45 Pts.
4. Present project and the intervention results in class 12/3 (10 Pts.).
5. Intervention Results. FINAL/Complete paper/project (Part # 11 (Due 12/17): 30 Pts.

The format and the detailed guidelines are posted on Canvas (Refer to FBA-PBIS Project Assignment Guidelines in *Modules*), and they will be discussed in class.

**** Important Note:** The sample papers on Canvas are provided to give you an idea about the format of the paper. Thus, you are not allowed to copy any part of the sample paper to use in your paper. (Avoid plagiarism!) Use your own wordings and ideas that are specifically relevant to your case study. A zero point will be given to the entire section in which the plagiarism occurs.

Final Examination or Evaluation

Instead of a final examination, this course will require you to submit a culminating paper that integrates all 10 parts of the FBA and PBIS project completed throughout the semester. In this final paper, you will implement your behavior intervention plan and provide a comprehensive evaluation of the intervention based on data, including the results of the intervention that you had previously shared with the class.

✓ Grading Information

SUMMARY OF ASSIGNMENTS/GRADING

Assignment	Points	%
Self- Introduction on Canvas	10	3%
Class (In-person) Participation	80	20%
Online Module Assignments	180	45%
FBA/PBS Project	130	33 %
Total Points	400	101%*

*Sum may not add to 100% due to rounding.

Determination of Grades

Grade	Cumulative Point Total	%
A +	392-400	98%
A	372-391	93%
A-	360-371	90%
B+	348-359	87%

B	332-347	83%
B-	320-331	80%
C+	308-319	77%
C	292-307	73%
C-	280-291	70%
D	240-279	60%
F	239 or below	

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/27 (In-person #1)	<p>Welcome!</p> <p>Introductions: Activity: Why A Teacher? Journey Line (Share out)</p> <p>Overview of Course Outcomes: Goals for Learning!</p> <p>Review of Syllabus, Topics & Course Requirements, Canvas</p> <p>Introduction to Humanizing and Culturally Responsive Pedagogy</p> <p>DUE 1) Post: One paragraph of your self-introduction, you may comment on your educational journey completed in class if you like, on Canvas <i>Discussions</i> and respond to at least one peer by 9/3, Tuesday, 4:00 p.m.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
2	9/3-9/8 (Async #1)	<p>Creating A Classroom Community: Classroom and Understanding your Own</p> <p>Behavior Management Philosophy</p> <p>**MTSS/Tier 1/PBIS/SEL</p> <p>Preview/Read: Creating a Classroom Environment that Promotes Positive Behavior (Canvas), Hinton, 2015, Pearson Publishing</p> <p>Read: Stein, E., Humanizing Classroom Management: Restorative Practices and Universal Design for Learning, Introduction, pp.1-5) (Canvas)</p> <p>Due: Online Assignment: Asynchronous #1 Writing Prompt: Describe Humanizing Pedagogy in Your Classroom</p> <p>2)Submit Online Assignment #1 by 9/8, Sunday Midnight.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
3	9/10 (In-Person #2)	<p>Guest Speaker: Chiara Perry, Assistant Director, California Inclusive Practices, Santa Clara Office of Education</p> <p>FRAMEWORK FOR ALL: Positive Behavior Systems of Support</p> <p>Multi-Tiered System of Supports Model</p> <p>Positive Behavioral Intervention Supports</p> <p>Social Emotional Learning</p> <p>Preview: PPT Slides</p> <p>Preview Case studies posted on Canvas and select a case study for your FBA-PBIS Project or decide on a focus student for the project.</p>
4	9/17-9/22 (Async #2)	<p>Explore PBIS Website and Review Handbook and materials (Canvas)</p> <p>Use information to complete Part 1 summary of baseline data</p>

Week	Date	Topics, Readings, Assignments, Deadlines
5	9/24 (In-Person #3)	<p>Guest Speaker: Jennifer Vilfort, BCBA, San Mateo Union High School District</p> <p>ALL MEANS ALL: Understanding Students Behavior in School Settings:</p> <p>Functional Behavioral Assessment (FBA)</p> <p>Applied Behavior Analysis, Developing Systems of Support (Tier 1-3)</p> <p>Function-Based Interventions & Supports/Replacement Behavior</p> <p>Components of PBIS: Preventing, Teaching, and Responding Strategies</p> <p>Relationship between social and academic competence, and behavior problems</p> <p>Roles of Students, Parents, and Teachers</p> <p><u>Due:</u> FBA-PBIS Project: Description of Student & Part #1 (Summary of Baseline Data) by 9/29 Sunday Midnight.</p> <p>Review FBA-PBIS Project Requirements Parts 2-11</p> <p>Readings: TBD</p>
6	10/1-10/6 (Async #3)	<p>Explore PENT Website and materials (Canvas)</p> <p>Complete Activity Assigned in Canvas</p> <p><u>Due:</u> Online assignment #2 by 10/6 Sunday Midnight.</p> <p>-</p>

Week	Date	Topics, Readings, Assignments, Deadlines
7	10/8 (In-Person #4)	<p>Guest Speaker: Jessica DiCocco, BCBA</p> <p>CREATING COMMUNITY: Positive Behavioral Interventions and Supports (PBIS) Plan (Tier 3)</p> <p>Developing Behavior Intervention Plans and Goals Components of PBIS: Preventing, Teaching, and Responding Strategies</p> <p>Relationship between social and academic competence, and behavior problems</p> <p>Roles of Students, Parents, and Teachers</p> <p>Read: TBD</p>
8	10/15-10/20 (Async #4):	<p>Self-management Strategies</p> <ul style="list-style-type: none"> -IRIS Module SOS: Helping Students Become Independent Learners (IRIS Module) - -Strategies for Self-management/Self-determined behavior/Self-advocacy <p>Read: Review materials and PPT slides on Canvas.</p> <p><u>Due:</u> Online Assignment # 4, by 10/20, Sunday Midnight.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
11	11/5 (In-Person #6)	<p>Guest Speaker: Stacey Russell, San Mateo County Office of Education</p> <p>Introduction to Restorative Practices-Creating Community</p> <p>Read: Review materials</p> <p>Review FBA/PBIS Project (in class)</p> <p>Due: Summary of FBA and Functions/Replacement Behavior (FBA-PBIS Project Report: Parts #2-7) by 11/10, Sunday Midnight.</p>
12	11/12-11/17 (Async #6)	<p>SEL in the Classroom: CASEL Website Review</p> <p>Analyze Signature Practices</p> <p>-</p> <p><u>Due:</u> Online Assignment #6 by 11/17, Sunday Midnight.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
13	11/19 (In-Person #7)	<p>Guest Speaker: Sam Drazin - Executive Director, <i>Changing Perspectives</i></p> <p>Building Community for ALL</p> <p>Inclusive Education and Social Emotional Learning</p> <p>Read:</p> <p>Preview: PPT Slides.</p>
14	11/26-12-1 (Async #7)	<p>Wrap Up: Complete Analysis of Data and Reflections</p> <p>Prepare presentation</p>
15	12/3 (In-Person #8)	<p>Positive Behavioral Intervention Supports-IN ACTION</p> <p>In Class Presentations: FBA-PBIS Intervention Data/Lessons Learned</p> <p>Learnings: Class Closure Activity</p> <p>Due: Intervention Plan (FBA & PBIS project report: Parts #8-10)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
	12/17	Due: Last Day to Submit your FBA/PBIS Intervention Part #11: Submit the Entire paper, Parts #1-11, <u>including all previous parts, baseline and intervention datasheets, FBA datasheets, and all other attachments, by Tuesday, 12/17, Midnight.</u>