Positive Behavior Support Section 01

EDSE 279

Spring 2025   Hybrid   3 Unit(s)   01/23/2025 to 05/12/2025   Modified 01/29/2025

👤 Contact Information

Instructor: Dr. Lisa Simpson

Office Location: SH 205

Email: lisa.simpson@sjsu.edu

Office Hours: Wednesday 2:00-4:00

Class Days/Times: Wednesdays 4:00-6:45 on these dates

Jan 29, Feb 12, Feb 26, Mar 12, Mar 26, Apr 9, Apr 23, May 7

Classroom: SH 211

🕐 Course Information

Course Format: Hybrid

The course will follow a hybrid format meeting every other week in person. Alternate weeks will be online asynchronous with no designated meeting time.

CANVAS Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources).

🖥 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

▦ 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)

◎ 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 for as specified for the following credentials:

- **Universal**: 1.1 (P), 2.1 (P), 2.3(A), 2.6 (I,P), 6.2(P)
- **Mild Moderate Support Needs** (MM): 1.7(A), 2.5(P), 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), 2.4(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)

In order to address the TPEs and PLOs describe above, the course will address the following course learning outcomes:

1. Design learning environments that promote positive social-emotional and academic learning experiences for **all** students receiving general and special education, including emergent bilinguals (aka, English learners) and students in diverse socioeconomic environments.
2. Conduct a functional behavioral assessment (FBA) for a student who demonstrates challenging behaviors in a classroom.
3. Develop a positive behavioral intervention support (PBIS) 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 to maximize their effectiveness in order 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 to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
6. Plan strategies for addressing 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

Required Text All - Purchase / Rent Now

Scheuermann, B., Billingsley, G., & Hall, J. (2022). *Positive Behavioral Supports for the Classroom* (4th ed.). Pearson.

Pearson e-text preferred

Wait to Purchase This

Mild/Moderate or Extensive Support Needs Credential Program:

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., & Strain, P. S. (2019). *Prevent-teach-reinforce: The school-based model of individualized positive behavior support* (2nd ed.). Brookes Publishing.

Early Childhood Special Education Credential Program:

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2013). *Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support.* Brookes Publishing.

☰ Course Requirements and Assignments

Course Assignments:

Online Asynchronous Modules (3 x 20) 60 points Students will complete online modules in CANVAS during asynchronous instruction weeks.

In-Class Participation (6 x 10) 60 points

Students will complete activities during each in-person session. Students must be present in class to complete and get credit for these assignments.

Classroom Instructional Plan 20 points

Students will submit a weekly plan for a content area that includes at least three different effective instructional practices and rationale for how the use of those instructional practices are expected to positively impact the behavior of students in your class.

Classroom Management Plan 40 points

Students will develop a classroom management plan that includes a daily schedule, a set of classroom expectations, procedures for three classroom routines, a plan for teaching expectations and procedures, and a classroom layout that supports predictable routines.

FBA Assignment 40 points

Students will develop a Functional Behavioral Assessment to address a challenging behavior. The FBA Assignment will include 2 forms of indirect data collection, 2 direct data methods one of which must be A-B-C data, an analysis of data, a hypothesis, and a behavior intervention plan with a plan for monitoring the data.

✔ Grading Information

The Department of Special Education and California Commission on Teacher Credentialing (CCTC) require that students complete all credential coursework with a grade of B or higher.

Assignment	Points	Percent of Grade	CLOs and TPEs addressed
Online Modules	60	27%	CLO 1 - 6 U 1.1, 2.2, 2.3, 2.6, 6.2 MMSN 1.7, 2.5, 2.6, 2.7, 4.3 ESN 1.4, 2.6, 2.8, 2.9, 2.13, 4.1 EDSE 1.6, 2.4, 4.7
Participation	60	27%	CLO 1 - 6 U 2.2, 2.6, 6.2 MMSN 1.7, 2.5, 2.6, 2.7, 4.3 ESN 1.4, 2.8, 2.9, 2.13, 4.1 ECSE 1.6, 4.7
Classroom Instructional Plan	20	9%	CLO 1, 4, 5, 6 U 2.3, 2.6, 6.2 ECSE 4.7
Classroom Management Plan	40	18%	CLO 1, 4, 5, 6 U 2.3, 2.6, 6.2 ECSE 4.7
Functional Behavior Assessment	40	18%	CLO 1-8 U 1.1, 2.1, 6.2 MMSN 1.7, 2.5, 2.6, 4.3 ESN 1.4, 2.8, 2.9, 2.13, 4.1 ECSE 1.6, 4.7

Total Points	220	100%	

🏛 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	Location	Topics	Readings	Assignments
1 Jan 29	On campus	Introductions Review of Syllabus & Assignments Intro to Beh Managmt & PBIS	Textbook Ch 1	
2 Feb 5	asynch online	Theoretical Models to Explain Challenging Behavior Psychodynamic, Ecological, Cognitive and Biophysical Model Impact of Trauma Behavioral Model	Textbook Ch 2	
3 Feb 12	On campus	Preventing Challenging Behavior through Schoolwide PBIS What is PBIS? Universal Interventions School wide Instruction to teach Behaviors Antecedent Interventions	Textbook Ch 3	Class Participation 1

4 Feb 19	asynch online	Preventing Challenging Behavior Through Expectations and Procedures Classroom Expectations Classroom Procedures	Textbook Ch 4	Submit Asynchronous Module One
5 Feb 26	On campus	Preventing Challenging Behavior Through Effective use of Scheduling, climate, & Classroom Planning Increasing Engaged and Academic Time Positive Classroom Environments	Textbook Ch 5	Class Participation 2
6 Mar 5	asynch online	Preventing Challenging Behavior through High Quality Instruction HLPs for Instruction Stages of Learning Explicit Instruction Effective Instructional Practices	Textbook Ch 6	Submit Asynchronous Module Two
7 Mar 12	On campus	Preventing Challenging Behavior through Behavioral Monitoring Operationally defining behavior Selecting Replacement behaviors Choosing Behaviors to Measure	Textbook Ch 7	Class Participation 3 Classroom Instructional Plan Due
8 Mar 19	asynch online	Determining Reasons for Challenging Behavior through Functional Assessment Functional assessment	Textbook Ch 8	
9 Mar 26	On campus	Functional Assessment continued	Textbook Ch 8	Class Participation 4

10 Apr 2	Asynch online	Providing Support through Social Skills Instruction	Textbook Ch 9	Submit Asynchronous Module Three
11 Apr 9	On campus	Preventing Challenging Behavior Through Reinforcement Choosing reinforcers Schedules of reinforcement	Textbook Ch 10	Class Participation 5 Classroom Management Plan
12 Apr 16	asynch online	Preventing Challenging Behavior through Specific Reinforcement Applications Premack Principle Praise Token Economy Contigency Contracts	Textbook Ch 11	
13 Apr 23	On campus	Preventing Challenging Behavior through Specific Reinforcement Applications continues Premack Principle Praise Token Economy Contigency Contracts	Textbook Ch 11	Class Participation 6
14 Apr 30	asynch online	Group Reinforcement Systems Self Management	Textbook Ch 12	

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May 7 | On campus | Managing Challenging Behaviors by using Behavior Reduction Interventions

IDEA requirements

DRO / DRA / DRL

Extinction

Response Cost

Time Out | Textbook Ch 12 | FBA Due |