San José State University
Connie L. Lurie College of Education
Department of Special Education
EDSE 279 Managing Behaviors and Emotional Problems of Students in Special Education
Section 01
Fall 2019

Course and Contact Information

Instructor: Hyun-Sook Park, Ph.D.
Office Location: Sweeney Hall 237
Telephone: (408) 924-3692
Email: hyunsook.park@sjsu.edu

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
Prerequisites: Department or instructor consent

Course Format

This course adopts a hybrid classroom delivery format, which combines on-campus face-to-face classes with work done online. Therefore, students are required to have access to computer and internet connectivity in order to participate in the classroom activities.

Canvas and MYSJSU Messaging

Our course, EDSE 279, will be using San Jose State’s online learning management system Canvas for the current semester. Course materials such as syllabus, assignment/homework guidelines, handouts, additional reading materials, etc. can be found on Canvas, EDSE 279. You are responsible to bring a hard copy of the handouts to class or have access to handouts on laptop. You are also responsible for regularly checking on Canvas and with the messaging system through MySJSU to learn any updates.

Canvas Access

The Login URL is: https://sjsu.instructure.com
Please note that it should NOT have the "www" at the start of the URL like many other websites.
Username: SJSU 9-digit ID number. Password: Self-generated password for your SJSUOne account. Courses: Once logged into Canvas, you will see your course or courses listed in the Courses Heading on the top of the page. From the dropdown menu, click on the course name, and you will be entered into the course. Note: That link will not be active until the start date of the course.

It is recommended that you visit the eCampus Canvas website at http://www.sjsu.edu/at/ec/canvas/. This website offers a number of Quick Start Learning Guides to help you navigate Canvas tools. Also, detailed guides can be found at http://guides.instructure.com/.

For questions regarding the course or course materials, please contact me, the instructor. For issues related to Canvas, please contact the eCampus Help Desk. The Help Desk can give technical support for issues encountered in Canvas Courses:
- Phone: (408) 924-2337
- Submit a help ticket using the following URL: https://isupport.sjsu.edu/ecampus
- While logged into Canvas, click on the word Help on the upper right corner of the screen.

Course Description

Participants in EDSE 279 will learn to design learning environments that promote positive social-emotional and academic learning experiences, assess students’ behaviors, and design formal and informal positive support plans based on assessment results that support student success in school. The course meets one of the requirements for teacher candidates in all the Special Education Teaching Credential Programs as well as for those in the Concurrent Program who are pursuing both general education and special education credentials.

Learning Outcomes and Course Goals

This course is intended to assist students to meet the competencies specified in the following Program Learning Outcomes that are aligned with University Learning Goals as well as in the CCTC Standards.

PROGRAM LEARNING OUTCOME (PLO)
PLO #3. Graduates utilize assessment data to plan and deliver specially designed instruction for students with disabilities:
This PLO aligns with University Learning goals: SG1, SK2, IS 3.1, 3.2, and AK5.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING STANDARDS

Program Standard (PS) 12: Behavioral, Social, and Environmental Supports for Learning
The program ensures that candidates demonstrate knowledge and the ability to implement systems that assess, plan, and provide academic and social skill instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. The program provides candidates information on laws and regulations as they pertain to promoting behavior that is positive and self-regulatory as well as promoting safe schools.

Mild/Moderate Disabilities (M/M) Standard 4: Positive Behavior Support
The program prepares candidates to demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. The program prepares candidates to demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in manifestation determination hearings. The program prepares candidates to participate effectively in school wide behavior support processes.

Moderate/Severe Disabilities (M/S) Standard 6: Positive Behavioral Support
Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional behavior assessments, and participate in
manifestation determination hearings. Each candidate demonstrates is able to participate effectively in school wide behavior support processes.

**Early Child Special Education (ECSE) Standard 7: Learning Environments**

Each program provides opportunities for candidates to demonstrate skill required to support positive learning experiences for children with disabilities in a wide range of natural environments (e.g., home, child care, preschool/pre-K and other community settings). Each candidate demonstrates knowledge of the full range of service delivery settings and supports including educational and community programs and agencies. Each candidate demonstrates skill required to organize space, time, and materials to match the child’s individual learning needs in safe, natural and structured environments. Each candidate demonstrates knowledge and skills related to the provision of effective support for children with disabilities within inclusive learning environments, including co-teaching and collaborative consultation models of support.

**Multiple Subject and Single Subject Program Standards**

**Standard 5: Professional Perspectives toward Student Learning and the Teaching Profession**

**Category B: Preparation to Teach Curriculum to All Students in California School**

**Standard 6: Pedagogy and Reflective Practice**

**Standard 9: Equity, Diversity and Access to the Curriculum for All Children**

**Standard 10: Preparation for Learning to Create a Supportive, Healthy Environment for Student Learning**

**Course Learning Outcomes (CLO)**

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.
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.
5. Demonstrate knowledge about various models and strategies for classroom/behavior management in general.
6. Plan strategies for addressing social emotional needs of students and for building social relationship 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.

**Required Texts/Readings**

**Textbook**


- Other reading materials are provided on Canvas. Please refer to the Course Schedule on pages 11-12 for specific reading requirements.

**Library Liaison**

DeeAnn Tran: deeann.tran@sjsu.edu
Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five 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.

Bring your textbook, syllabus, and handouts as well as any additional reading materials posted on canvas to class each week or have them accessible on laptop if you bring your laptop. If you are absent, make arrangements to get handouts and notes from a peer. **You will not be able to make up any in-class activities that you miss.** All assignments **must be typed, double-spaced unless otherwise specified (e.g., Data Sheets), and turned in on time, and be free of spelling or grammatical errors.** Lateness for any reason will result in the loss of 10% reduction each day they are late. Please refer to Assignment standards for other specific requirements.

1. **Use of Canvas/Connecting with Peers** (10 pts.; 3 % of grade).
   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) as part of the course goals. For Log in information and other guidelines, please refer to Canvass Access on page s 1-2 of this syllabus.
   
   *Post one paragraph of your self-introduction (with an optional photo) on Canvas Discussions and respond to one peer by 9/3, 4:00 p.m.*

   *Download and bring hard copies of class handouts that will be posted on Canvas. PPTs and other course-related handouts will be available by Monday prior to the class from the link, in Modules, located on Canvas, EDSE 279 home page.

2. **On-Campus Class Participation** (60 points, 20% of grade) (PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 5, Category B, Standard 9, & Standard 10)

   Regular and active participation is important to the structure of this class. This class models the TRIBE program, which is one of the programs recommended for Social Emotional Learning (SEL). The TRIBE program will require you to collaborate with your tribe members in class activities and to take responsibilities as a tribe member seriously. **You are responsible for all readings and materials presented in the course, even when absent and excused by the professor.** 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 as well as bring homework assignments occasionally (e.g., case studies, etc.).

   **Grading rubric for Class Participation**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Quality</th>
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<tbody>
<tr>
<td>Interaction/participation in class discussions and activities</td>
<td>Always a willing and active participant: responds frequently to questions; routinely volunteers point of view; always actively participate in group activities; Always act appropriately during all role plays and discussions. (40 pts.)</td>
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</tbody>
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### Demonstration of Professional Attitude and Demeanor

| Always Prepared (reading/homework/assignment); 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. (20 pts.) | 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; Often use a cell phone and a computer for the purpose of the class. (15 pts.) | 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 use a cell phone and a computer for the purpose of the class. (10 pts.) | Never prepared (reading/Homework/Assignments); Never arrive on time; never demonstrate appropriate disposition toward others including any speakers and peers as well as people with disabilities; Never use a cell phone and a computer for the purpose of the class. (9-0) |

**Important Note:** PLEASE RESTRICT YOUR USE OF COMPUTERS TO MAKING NOTES ON THE COURSE only. Reading of 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.

### 3. On-line Class Assignment #1  (Due: 10/13, Midnight)  (30 Pts. 10 % of grade) (PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 6)

a) This is an online class in lieu of class on **10/8 (No on-campus class)**, and you will complete the IRIS Module on Addressing Disruptive and Noncompliant Behaviors (Part 2), provided by IRIS center at Peabody College, Vanderbilt University.

b) This assignment has two parts: Submit answers to three questions to Assignment Box on Canvas (20 pts.), and post a reflection and response to at least one peer’s reflection on Discussion Board (10 pts.) These are all due by midnight on 10/13, Sunday.

c) Please refer to the Online Class Assignment Guidelines posted on Canvas, in Modules, in order to follow specific steps for completing the assignment.
3. **Online Class Assignment #2 (Due: 11/10, Midnight)** (30 Pts. 10% of grade) ((PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 6)

   (a) This is an online class in lieu of class on **11/5 (No on-campus class)**, and you will complete the IRIS Module on **SOS: Helping Students Become Independent Learners**, provided by IRIS center at Peabody College, Vanderbilt University. This assignment has two parts: Submit answers to three questions to Assignment Box on Canvas (20 pts.), and post a reflection and response to at least one peer’s reflection on Discussion Board (10 pts.). These are all due by midnight on 11/10, Sunday

   (b) Please refer to the Online Class Assignment Guidelines posted on Canvas, in Modules, in order to follow specific steps for completing each assignment.

4. **Online Class Assignment #3 (Due: 11/17, Midnight)** (40 points, 14% of grade) (M/M & M/S 24, D/HH 27, & ECSE26) (MS/SS Program: Standard 5 & Category B Standard 10)

   This is an online class in lieu of class on **11/12 (No on-campus class)**: Submit it on Canvas by Midnight on 11/17, Sunday, and share it with your Tribe members on 11/19:

   If you are in the ECSE program, complete the following two parts:

   (a) Complete the module, **Early Childhood Behavior Management: Developing and Teaching Rules** provided by IRIS center at Peabody College, Vanderbilt University. Please follow the steps provided in the Assignment Guidelines posted on Canvas (20 Pts.) Submit it online.

   (b) Write/Design a plan for implementing Social Emotional Learning (SEL) in your own classroom (1-2 pages, single spaced) based on the lecture, readings, class discussions/activities (20 pts.) Submit it online.

   If you are in the M/M or M/S program, complete the following two parts:

   (a) Complete the IRIS module, **Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan**, provided by IRIS center at Peabody College, Vanderbilt University. Please follow the steps in the Assignment Guidelines posted on Canvas. Submit it online.

   (b) Write/Design a plan for implementing Social Emotional Learning (SEL) strategies in your own classroom (2-3 pages, double spaced; No need to use complete sentences; Be creative!) based on the lecture, readings, class discussions/activities (20 pts.) We will discuss this assignment further in the class.

5. **Functional Behavior Assessment (FBA) and Positive Behavioral Interventions and Support (PBIS) Project Paper** (130 points, 43% of grade) (PS 12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Category B Standard 6 & Standard 10)

   This project consists of the following **four components with different due dates** in order to help you complete the project with ease and success. Please submit a hard copy of the paper, including all previously submitted parts, datasheets, assessments, and other attachments if any, to the instructor on each due date.

   a) Description of Student and Target Behavior with Baseline Data (Student Description and Part #1) (**Due 9/24**): 10 Pts.

   b) FBA Data (ABC, Communication, Ecological Analysis, & Health/Medical factors/Previous BIP), Hypothesis, and Replacement Behavior (Parts #1-7) (**Due 10/15**): 40 Pts.

   c) Recommendations for Intervention (Parts #1-10) (**Due 10/29**): 40 Pts.
d) Intervention (Part #11): Implement the intervention and add a written summary of the intervention that you carried out and the findings. Submit the entire report, including the Student Description and Parts #1-11 as well as all assessment and intervention data. **(Due 12/3 or 12/17): 30 Pts.**

e) Share your project and the intervention results in Tribes on 12/3 (10 Pts.).

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

The participant of the assignment can be a student (child) in your classroom, a family member/relative, or a friend. If you do not have access to a child/student with somewhat difficult behaviors, consult with me ASAP.

**Important Notes:**

#1. The sample papers on Canvas are provided in order to give you an idea about the format of the paper mainly. Thus, you are not allowed to copy any parts of the sample paper to use it in your paper. (Avoid the 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.

#2. You are welcome to revise the sections after getting my feedback for your own learning. However, your original points would not be revised in fairness to others. (No exceptions!)

Final Examination or Evaluation

In lieu of a final examination, this course will include a final culminating project where students will implement their behavior intervention project and submit a final paper that includes the evaluation of the project.

Grading Information

1. You must **complete all assignments** to receive a grade in this class.
2. All written assignments must meet the **standards of academic and professional quality**. All written assignments must be: printed on clean white paper using black ink; **typed in size 12 Times New Roman font, double-spaced (unless otherwise specified), with one-inch margins; paginated; and free of spelling and grammatical errors** to avoid a reduction in points.
3. **All assignments are due on the assigned date and time** listed in the course schedule. Assignments will be collected at the start of class on the specified due date. Assignments turned in after the start of class (for any reason) on the same day will be reduced by 10%. If a problem arises, please contact the instructor before the due date. Late assignments will receive a 10% reduction each day they are late up to one week beyond the due date.
4. An “Incomplete” for the semester may be considered under extreme circumstances at the instructor’s discretion. Consideration requires that all written work had been turned in on time and a minimum of 80% of the course requirements had already been completed at the time of the request.

***Please contact your instructor for extra assistance, questions, or to discuss any issue concerning your professional preparation***

**SUMMARY OF ASSIGNMENTS/GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Self- Introduction on Canvas</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>On Campus Class Participations</td>
<td>60</td>
<td>20%</td>
</tr>
<tr>
<td>Online Class Assignment #1</td>
<td>30</td>
<td>10%</td>
</tr>
<tr>
<td>Online class assignment #2</td>
<td>30</td>
<td>10%</td>
</tr>
</tbody>
</table>
Online class assignment #3 | 40 | 14%
FBA/PBS Project | 130 | 43%
Total Points | 300 | 100%

Determination of Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Point Total</th>
<th>%</th>
</tr>
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<tbody>
<tr>
<td>A +</td>
<td>294-300</td>
<td>98%</td>
</tr>
<tr>
<td>A</td>
<td>279-293</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>270-278</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>261-269</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>249-260</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>240-248</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>231-239</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>219-230</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>210-218</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>180-199</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>180 or below</td>
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</tbody>
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*Credential candidates are expected to earn at least a B in all credential courses. Candidates are at risk for disqualification from the program for any grade of C or lower.

Classroom Protocol

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:
   i) **Cell Phones must be silenced for the entire duration of the class.**
   ii) **PLEASE RESTRICT YOUR USE OF COMPUTERS TO MAKING NOTES ON THE COURSE only.** Reading of 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.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html.
Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.
Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In
addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 1    | 8/27  | - Review of Syllabus & Course Requirements  
|      |       |   - Introduction to Canvas/ TRIBE  
|      |       |   - Introduction to Classroom/ Behavior Management  
|      |       |   - Continuum of School-Wide Instructional and Positive Behavior Support: Multi-Tier Systems of Supports (MTSS)  
|      |       |   - Variables affecting Class/Behavior management  |
| 2    | 9/3   | - Variables (Cont’): Introduction to Social Emotional Learning (SEL) I for promoting positive psycho-social development.  
|      |       |   - Principles and Concepts of Applied Behavior Analysis (ABA): Antecedent-Behavior-Consequences  
|      |       |   - Functions (Communicative Intent) of Behavior  |
|      |       | **Read Zirpoli Ch. 1, Albert Ch. 2 (on Canvas), & WholeChild pp. 2-18 (on Canvas)**  
|      |       | **Due: Post Self-Introduction on Canvas & Respond to one peer by 4:00 p.m.**  |
| 3    | 9/10  | - Steps in ABA  
|      |       |   - Deciding on and Observing Target Behavior(s)  
|      |       |   - Collecting Baseline Data  
|      |       |   - Various Observation/Data Collection Methods/Forms  |
|      |       | **Read Zirpoli Chs. 6 & 9.**  |
| 4    | 9/17  | - Functional Behavior Assessments:  
|      |       |   - ABC (Antecedent-Behavior-Consequence) Analysis & Setting Events  
|      |       |   - Motivation Assessment Scale (MAS); Functional Analysis Interview Form (FAIF)  |
|      |       | **Read Zirpoli Chs 6 & 9.**  |
| 5    | 9/24  | - Positive Behavioral Interventions and Support (PBIS) Plan  
|      |       |   - Function-Based, Hypothesis Driven Intervention/Support & Replacement Behavior  
|      |       |   - Components of PBIS: Preventing, Teaching, and Responding Strategies  
|      |       |   - Relationship between social and academic competence, and behavior problems  |
|      |       | **Read: Charlotte’s story (on Canvas)**  
<p>|      |       | <strong>Due: Hard copy of Written Description of Student and Target Behavior with Baseline Data (FBA/PBISProject Report: Student Description and Part #1.</strong>  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 6    | 10/1   | - Strategies for Increasing Appropriate Behaviors  
- Schoolwide PBIS  
- When and how to use different behaviorally based strategies: Positive/Negative Reinforcements; Shaping, Chaining; Token Economy, Chaining; Contingency Contracts; Modeling; Prompting; Fading; Antecedent-Control Strategies.  
Read Zirpoli Chs. 10 & 12. |
| 7    | 10/8   | No On-Campus Class:  
Online Assignment# 1: IRIS Module, Addressing Disruptive and Noncompliant Behavior (Part II) (Acting Out Cycle; Differential Reinforcements; High Probability Requests; Choice Making.)  
**Due:** Online Assignment#1, by Midnight on 10/13, Sunday (Submit answers online; Post refection and respond to at least one peer). |
| 8    | 10/15  | - Strategies for Managing Inappropriate Behaviors:  
- Behavioral Strategies (Extinction; Loss of Privilege, Response Cost, etc.)  
- Other Strategies (Graceful Exit Strategies, Proximity Control, Dreikurs, Level system, Biophysical interventions, etc.)  
Read Textbook Chapter 13; Read Albert Chapters 3-9 (on Canvas).  
**Due:** Hard copy of FBA data sheets, Functions, and Replacement Behavior (FBA-PBIS Project Report: Parts #1-7)  
- Case Study Discussion (A sign-up sheet for volunteers will be provided prior to this date.) |
| 9    | 10/22  | - Strategies for Specific Behavior Challenges  
- Cognitive Strategies  
- Assessing & Developing Social Competence  
- Social emotional learning (SEL) strategies (II) & Social Competence  
- Supporting students with behavior, social, emotional, trauma, and/or mental health needs.  
- Social Skills Training Strategies (Peer mediated/Adult mediated/Use of technology)  
Read Zirpoli Chs. 8 & 14  
- Case Study Discussion (A sign-up sheet for volunteers will be provided prior to this date.) |
| 10   | 10/29  | - Cultural Influence on Behavior  
- Evaluating behavioral changes: Data-based outcomes and evaluation: Acquisition and generalization, and maintenance of behaviors/skills.  
Read Zirpoli Chs. 3 & 7.  
**Due:** Hard copy of FBA & PBIS project report (Parts #1-10).  
- Begin Intervention for your FBA-PBIS project |
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<tr>
<th>Week</th>
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<th>Topics, Readings, Assignments, Deadlines</th>
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<td><strong>Case Study Discussion</strong> (A sign-up sheet for volunteers will be provided beforehand.)</td>
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| 11   | 11/5  | **No On-Campus Class:** Online Assignment #2: SOS: Helping Students Become Independent Learners (IRIS Module) Strategies for Self-management/Self-determined behavior/Self-advocacy)  
Optional Reading: Zirpoli, Ch. 11, Cognitive Strategies  
**Due:** Online Assignment #2, by Midnight on 11/10, Sunday (Submit answers online; Post refection and respond to at least one peer). |
| 13   | 11/12 | **No On-Campus Class:** Online Assignment #3: Developing Own Class-Wide Management Plan (IRIS Module); and Your plan for implementing Social Emotional Learning (SEL) strategies in your own classroom.  
**Due:** Online Assignment #3, by Midnight on 11/17, Sunday. |
| 14   | 11/19 | - Legal Considerations: New CA Law of AB 86 (formerly Hughes Bill) regarding the assessment of serious behavior problems and intervention  
- Discipline of Students with Disabilities: Manifestation of Determination; Disciplinary provisions of IDEA 1997 and 2004.  
--PENT forms: FBA and PBIS using Pent Form and IEP  
Read Zirpoli, Ch. 2.  
**Due:** Share your Class-Wide plan and your SEL plan in your Tribe. |
| 15   | 11/26 | **No On-Campus Class:** Complete Intervention Data Collection |
| 16   | 12/3  | - Putting Together  
**Due:** Presentation of FBA-PBIS Intervention Data in Tribe  
**Due:** Hard copy of Entire FBA/PBIS project Report (Parts #1-11) including all previous parts, datasheets, and FBA assessments, and all other attachments (Group I: Optional). |
| Final Exam | 12/17 | **Due:** Last Day to Submit FBA/PBIS paper (Entire paper, Parts #1-11 including all previous parts, datasheets, and FBA assessments, and all other attachments.  
4:00 p.m. to 6:00 p.m. (Note the change of time!) |