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

Spring 2021

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: Zoom (For all Zoom classes, use the same Zoom link that I will provide you for the first class.)
Prerequisites: Department or instructor consent

Course Format: Hybrid (Zoom classes and Online Modules/Assignments)
This course will be delivered in a hybrid format that consists of both Zoom classes and online self-directed modules/assignments. Therefore, students will need access to a computer or tablet device with internet connectivity. Computer labs for student use are available in the Academic Success Center (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.

Technology Requirements
Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Learn Anywhere website for current Wi-Fi options on campus.
Contact the SJSU technical support for Canvas
For questions regarding the course or course materials, please contact me, the instructor. For issues related to Canvas, please:

Technical Support for Canvas
Email: ecampus@sjsu.edu
Phone: (408) 924-2337
https://www.sjsu.edu/ecampus/support/

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, lecture recordings, etc. can be found on Canvas, EDSE 279. You are responsible for bringing the hard copies of the handouts to class or having access to the handouts on laptop. 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 Canvas support, please review the Canvas Student Resources. (https://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources/)

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.

Course Goals
This course is intended to assist students to meet the competencies specified in the CCTC Teaching Performance Expectations (TPEs) for specific teaching credentials: Mild to Moderate Support Needs TPEs (MM), Extensive Support Needs (ESN) TPEs; & Early Childhood Special Education (ECSE) TPEs. In addition, the course meets Program Learning Outcomes that are aligned with University Learning Goals.

CCTC - Teaching Performance Expectations (TPEs) – Education Specialist

Universal (U) TPEs: U1.1; U2.1; U2.3; U2.6; and U6.2

Mild Moderate (MM) TPEs: MM 1.6; MM1.7; MM 2.5; MM 2.6; MM 2.7; MM 4.3; and MM6.2

Extensive Support Needs (ESN): Ex1.4; EX2.8; EX 2.9; EX2.10; EX2.13; and EX4.1.

Early Childhood Special Education (ECSE): ECSE 1.6; ECSE 2.4; and ECSE 4.7.

The descriptions of the above TPEs are provided on the Special Education Dept. website at the following link: https://www.sjsu.edu/specialed/programs/teacher-performance-expectations/index.html

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)

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 both general and special education, 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 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 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 at the end of this syllabus for specific reading requirements.

Additional Readings/Resources

- Behavior Support Plan by California Department of Education Diagnostic Center, Southern California ([http://pent.ca.gov/frm/forms.html](http://pent.ca.gov/frm/forms.html)).

• Functional Assessment Observation Form by California Department of Education Diagnostic Center, Southern California (http://www.pent.ca.gov/frm/funcobser.pdf).


• Mindful Schools (https://www.mindfulschools.org/).

• Positive Behavioral Interventions and Support (https://www.pbis.org)


• Steps to Respect: Bullying Prevention for Elementary School (www.cfchildren.org/steps-to-respect.aspx).


• Tribes Learning Community (www.tribes.com).


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.

This course is a hybrid class that consists of 8 Zoom Classes and 6 Online Modules/Assignments. When attending each Zoom class, please bring your textbook, syllabus, and handouts as well as any additional reading materials posted on Canvas OR have them accessible on computer. If you are absent, make arrangements to get notes from your 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 the assignments are late. Please refer to the Assignment Standards for other specific requirements.

1. **Use of Canvas/Connecting with Peers** (10 pts.; 3 % of grade). MM 1.7, EX 1.4, ECSE 2.4; CLO 1.

   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 pages 1-2 of this syllabus.

   *Post one paragraph of your self-introduction (with an optional photo) on Canvas Discussions and respond to at least one peer by 9/1, 4:00 p.m.*

   *Download and bring hard copies of the class handouts that will be posted on Canvas. Or have them accessible on laptop 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.*

2. **Eight Zoom Class Participations** (90 points, 23% of grade) MM 1.7, 2.5, 2.6, & 4.3; EX 1.4, 2.8, 2.9, 2.13, & 4.1; ECSE 1.6, 2.4, & 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 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 seriously as a Tribe member. In each Zoom class, I will utilize a FLIP instruction in which I will structure the majority of the class time for clarifying/highlighting important concepts, engaging in individual/Tribe activities that will allow us to dig deeper into the content covered in the readings and online modules. Therefore, you are required to complete readings and preview PPT slides before coming to each Zoom 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 as well as bring homework assignments occasionally (e.g., case studies, etc.). **You are responsible for all readings and materials presented in the course, even when absent and excused by the professor.**
### Grading Rubric for Class Participation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interaction/participation in class discussions and activities</strong></td>
<td>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. (45 pts.)</td>
</tr>
<tr>
<td><strong>Demonstration of professional attitude and demeanor</strong></td>
<td>Always prepared (reading/homework/assignments); 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. (45 pts.)</td>
</tr>
</tbody>
</table>
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 are not allowed and will result in the loss of FIVE participation points in each class.

### 3. Six On-line Modules/Assignments
(Total 180 points, 45% of grade) U2.1, U2.3, U2.6, & U6.2; MM 1.6, 1.7, & 4.3; EX 1.4 & 4.1; ECSE 2.4 & 4.7; PLO 1 & 4; CLO 1.4, 5, 6, 7, & 8.

There will be SEVEN online Module assignments in lieu of Zoom classes in the weeks that are specified in the Course Schedule on pages 13-15. The topics, assignments, and due dates are specified below. Specific guidelines for each assignment are provided on Canvas, on both Module and Assignment Tabs.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module #</th>
<th>Topic</th>
<th>Assignments</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/9-2/14</td>
<td>Module I</td>
<td>Social Emotional Learning (SEL); Cultural Considerations; Three Cs</td>
<td>Online Assignment #1 Begin IRIS Module (FBA)</td>
<td>2/14, Sunday Midnight</td>
<td>30</td>
</tr>
<tr>
<td>2/16-2/21</td>
<td>Module II</td>
<td>IRIS Module: Functional Behavior Assessment (FBA) (Principles of Applied Behavior Analysis (ABA) &amp; Introduction to FBA)</td>
<td>Online Assignment #2 (IRIS Module: FBA)</td>
<td>2/21, Sunday Midnight</td>
<td>30</td>
</tr>
<tr>
<td>3/16-3/21</td>
<td>Module III</td>
<td>IRIS Module: Addressing Disruptive and Noncompliant Behavior (Part II)</td>
<td>Online Assignment #3</td>
<td>3/21, Sunday Midnight</td>
<td>30</td>
</tr>
<tr>
<td>4/13-4/18</td>
<td>Module V</td>
<td>IRIS Module SOS: Helping Students Become Independent Learners (Self-management/Self-Advocacy Strategies)</td>
<td>Online Assignment #5</td>
<td>4/18, Sunday Midnight</td>
<td>30</td>
</tr>
<tr>
<td>4/27-5/2</td>
<td>Module VI</td>
<td>IRIS Module: Developing own class-wide management plan/ Developing own plan for implementing Social Emotional Learning (SEL) Strategies</td>
<td>Online Assignment #6</td>
<td>5/2, Sunday Midnight</td>
<td>30</td>
</tr>
</tbody>
</table>
4. Functional Behavior Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS)

Project Paper (120 points, 30% of grade) U1.1; MM 1.7, 2.5, 2.6, 2.7, 4.3, & 6.2; EX 1.4, 2.8, 2.9, 2.10, & 4.1; ECSE 1.6, 2.4, 4.7, & 4.10. PLO 1 & 4; CLO 2, 3, 4, 5, 6, 7, & 8.

Due to Covid-19 restrictions, you may not have opportunities to observe, conduct assessment, and work with a student in a classroom. Therefore, you will be given a case study with a completed data set. You will work on your assignments utilizing the case study and data set provided to you. This project consists of the following **four components with different due dates** in order to help you complete the project with ease and success. When submitting the paper, please include all previously submitted parts, datasheets/assessments, and other attachments if any.

a) Summary of Baseline Data (Part #1) (**Due 3/7**): 10 Pts.
b) Summary of FBA Data (ABC, Communication, Ecological Analysis, & Health/Medical factors/Previous BIP), Hypothesis, and Replacement Behavior (Parts #1-7) (**Due 4/11**): 35 Pts.
c) Recommendations for Intervention (Parts #1-10) (**Due 4/25**): 35 Pts.
d) Intervention (Part # 11): Predict how your case study student may respond to the intervention. Project the intervention data. Provide a written summary of the intervention that you were to carry out as well as the predicted findings. Submit the entire report, including the Student Description and Parts #1-11 as well as all the assessment and intervention data. (**Due 5/11 or 5/25**): 30 Pts.
e) Share your project and the intervention results in Tribes on **5/11** (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.

**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 part 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 submit a final paper that includes a positive behavior support intervention and the evaluation of the intervention.

Alignment between Assignments and TPEs/PLOs/CLOs

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points (%)</th>
<th>Description</th>
<th>Aligned TPEs</th>
<th>PLO/ CLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Introduction on Canvas</td>
<td>10 (3 %)</td>
<td>• Get familiar with Canvas and post one paragraph of your self-introduction on Canvas <strong>Discussions</strong> and respond to at least one peer.</td>
<td>MM 1.7 EX 1.4 ECSE 2.4</td>
<td>CLO1</td>
</tr>
</tbody>
</table>
| Eight Zoom Class Participations | 90 (23%) | • Individual and Group (Tribe) Activities on: Functional Behavior Assessment (FBA); Function-based positive support intervention; Critical evaluation and effective implementation of behaviorally based strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; Strategies for building social competence; Legal considerations.  
  
• Whole Class Activities: Case Studies on utilizing FBA data to develop Positive Behavior Intervention Support (PBIS) plan. | MM 1.7, 2.5, 2.6, & 4.3. EX 1.4, 2.8, 2.9, 2.13, & 4.1. ECSE 1.6, 2.4, & 4.7 | PLO 1 & 4 CLO 2, 3, 5, & 7. |
| Six Online Module assignments | 180 (45%) | • Complete readings and/or videos assigned to each module/online assignment.  
  
• Complete and submit online assignments by designated due dates. Topics include: Social Emotional Learning (SEL); Cultural Considerations/Three Cs; Principles of Applied Behavior Analysis (ABA); Functional Behavior Assessment (FBA); Addressing Disruptive and Noncompliant Behavior; Strategies for Managing Inappropriate Behaviors; Self-management Strategies; Developing own class-wide management plan (IRIS Module); Developing own plan for implementing Social Emotional Learning (SEL) strategies in your own classroom; Online Resources on classroom/behavior management strategies | U2.1, 2.3, 2.6, & 6.2. MM 1.6, 1.7, & 4.3. EX 1.4 & 4.1. ECSE 2.4 & 4.7. | PLO 1 & 4 CLO 1, 4, 5, 6, 7, & 8 |
| FBA and PBIS Project | 120 (30%)* | • Interpret and summarize FBA and synthesize the findings to identify the functions/communicative intents of the student using target behaviors.  
  
• Identify the hypothesis and replacement behaviors.  
  
• Develop/implement an Intervention (PBIS)  
  
• Write a summary of the intervention and the results.  
  
• Share the project and the intervention results in the class. | U1.1. MM 1.7, 2.5, 2.6, 2.7, 4.3, & 6.2. EX 1.4, 2.8, 2.9, 2.10, & 4.1. ECSE 1.6, 2.4, 4.7, & 4.10. | PLO 1 & 4 CLO 2, 3, 4, 5, 6, 7, & 8 |

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

**Final Examination or Evaluation**

In lieu of a final examination, this course will include a final culminating research project report in which you will implement their behavior intervention project and write a final paper that includes the evaluation of the project as well as sharing the intervention results with the class.
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>
</tr>
</thead>
<tbody>
<tr>
<td>Self- Introduction on Canvas</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Zoom Class Participations</td>
<td>90</td>
<td>23%</td>
</tr>
<tr>
<td>Six Online Module Assignments</td>
<td>180</td>
<td>45%</td>
</tr>
<tr>
<td>FBA/PBS Project</td>
<td>120</td>
<td>30%</td>
</tr>
<tr>
<td>Total Points</td>
<td>400</td>
<td>101%</td>
</tr>
</tbody>
</table>

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

**Determination of Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Cumulative Point Total</th>
<th>%</th>
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<tbody>
<tr>
<td>A+</td>
<td>392-400</td>
<td>98%</td>
</tr>
<tr>
<td>A</td>
<td>372-391</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>360-371</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>348-359</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>332-347</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>320-331</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>308-319</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>292-307</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>280-291</td>
<td>70%</td>
</tr>
<tr>
<td>D</td>
<td>240-279</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>239 or below</td>
<td></td>
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</table>

**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.

California Commission on Teacher Credentialing Grading Policy
The California Commission on Teacher Credentialing (CCTC) requires that students complete their credential coursework with a GPA of 3.0 or higher.

University Policies
Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Accommodations for Students with Disabilities
Presidential Directive 97-03 requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7 requires students to obtain instructor’s permission to record the course. The following criteria define expectations relating to recording a course.

● Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without approval. You may not publicly share or upload instructor generated material such as exam questions, lecture notes, or homework solutions without instructor consent. This prohibition includes sharing information with third parties and on websites.

● You must obtain the instructor’s permission to make audio or video recordings in 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.

● Permission from the instructor, whether in writing or orally, may extend to either a single class or the entire semester.

● In classes where active participation of students or guests may be on the recording, permission of those students or guests must be obtained as well.

Recording Zoom Classes
This course or portions of this course (i.e., lectures, discussions, student presentations) will be recorded for instructional or educational purposes. The recordings will only be shared with students enrolled in the class through Canvas. The recordings will be deleted at the end of the semester. If, however, you would prefer to remain anonymous during these recordings, then please speak with the instructor about possible accommodations (e.g., temporarily turning off identifying information from the Zoom session, including student name and picture, prior to recording).
Students are not allowed to record without instructor permission. Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12–7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

**Zoom Classroom Etiquette**

- **Mute Your Microphone:** To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- **Be Mindful of Background Noise and Distractions:** Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- **Position Your Camera Properly:** Be sure your webcam is in a stable position and focused at eye level.
- **Limit Your Distractions/Avoid Multitasking:** You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).
- **Use Appropriate Virtual Backgrounds:** If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

**Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate, or psychological and academic issues on an individual, couple, or group basis. We also offer numerous workshops for students every semester.

To schedule an appointment or learn more information, visit [Counseling and Psychological Services website](http://www.sjsu.edu/counseling).
EDSE 279 Managing Behaviors and Emotional Problems of Students in Special Education, Fall 2020 Course Schedule

(subject to change with reasonable notice given in the class.)

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2/2</td>
<td>-Review of Syllabus &amp;Course Requirements&lt;br&gt;- Introduction to Canvas/ TRIBE&lt;br&gt;-Introduction to Classroom/ Behavior Management&lt;br&gt;- Continuum of School-Wide Instructional and Positive Behavior Support: Multi-Tier Systems of Supports (MTSS)&lt;br&gt;-Variables affecting Class/Behavior management/ Introduction to Social Emotional Learning (SEL) I for promoting positive psycho-social development.&lt;br&gt;Read: Zirpoli Ch. 1</td>
</tr>
<tr>
<td></td>
<td>2/9-2/14</td>
<td>Variables (Cont’): SEL/Cultural Considerations/ Three Cs&lt;br&gt;&lt;br&gt;Read: Zirpoli Ch. 3; Albert Ch. 2 (on Canvas), &amp; Whole Child pp. 2-18 (on Canvas)</td>
</tr>
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<td>Due: 1) Post Self-Introduction on Canvas &amp; Respond to at least one peer by 2/9, 4:00.&lt;br&gt;2) Submit Online Assignment #1 by 2/14, Sunday Midnight.&lt;br&gt;3) Begin IRIS Module (FBA).</td>
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<td>2</td>
<td>2/16-2/21</td>
<td>Principles of Applied Behavior Analysis (ABA)&lt;br&gt;Functional Behavior Assessment (FBA)&lt;br&gt;Read: Zirpoli Ch. 9&lt;br&gt;&lt;br&gt;Due: 1) Complete IRIS Module (FBA).&lt;br&gt;2) Submit Online Assignment # 2 by 2/21, Sunday Midnight.</td>
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<td>3</td>
<td>2/13</td>
<td>ABA &amp; FBA(Cont’): Summarizing Baseline; FBA Tools, Summarizing FBA Data; FBA-PBIS project&lt;br&gt;Read: Zirpoli Ch. 6.&lt;br&gt;Preview PPT Slides &amp; Data Sheets.</td>
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<td>Due: Preview Case studies posted on Canvas for your FBA-PBIS Project.</td>
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<td>5</td>
<td>3/2</td>
<td>-Positive Behavioral Interventions and Support (PBIS) Plan&lt;br&gt;-Function-Based Interventions &amp; Support/Replacement Behavior&lt;br&gt;-Components of PBIS: Preventing, Teaching, and Responding Strategies&lt;br&gt;-Relationship between social and academic competence, and behavior problems&lt;br&gt;Read: Charlotte’s Story &amp; Using Functional Assessment (on Canvas)&lt;br&gt;Preview PPT Slides.&lt;br&gt;&lt;br&gt;Due: FBA-PBIS Project: Summary of Baseline Data by 3/7, Sunday Midnight.</td>
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<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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| 6    | 3/9        | 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. (Tribe Activity)  
Read: Zirpoli Chs. 10 & 12.  
Preview PPT Slides. |
| 7    | 3/16-3/21  | Online Assignment#3: IRIS Module, Addressing Disruptive and Noncompliant Behavior (Part II) (Acting Out Cycle; Differential Reinforcements; High Probability Requests; Choice Making.)  
Due: Online Assignment#3, by 3/21, Sunday Midnight. |
| 8    | 3/23-3/28  | - 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: Zirpoli Ch. 13 & Albert Ch. 9 (on Canvas).  
Due: Online Assignment #4 by 3/28, Sunday Midnight. |
| 9    | 3/30-4/4   | No Class: Spring Break                                                                                                                                                                                                                                                                       |
| 10   | 4/6        | - Evaluating behavioral changes: Data-based outcomes and evaluation: Acquisition and generalization, and maintenance of behaviors/skills.  
- Cognitive Strategies  
Read: Zirpoli, Chs. 7 & 11  
Due: Summary of FBA and Functions/Replacement Behavior (FBA-PBIS Project Report: Parts #1-7) by 4/11, Sunday Midnight.  
  • Case Study Discussion (A sign-up sheet for volunteers will be provided prior to this date.) |
| 11   | 4/13-4/18  | Cognitive Strategies (Cont‘) /Self-management Strategies  
IRIS Module SOS: Helping Students Become Independent Learners (IRIS Module)  
Strategies for Self-management/Self-determined behavior/Self-advocacy  
Read: Reading materials on Canvas  
Due: Online Assignment#5 by 4/18, Sunday Midnight. |
| 12   | 4/20       | Assessing & Developing Social Competence  
- Social emotional learning (SEL) strategies (II) & Social Competence  
- Supporting students with behavior, social, emotional, trauma, and/or mental health needs. |
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<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
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<td>- Social Skills Training Strategies (Peer mediated/Adult mediated/Use of technology) (Tribe Work)</td>
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<td><strong>Read:</strong> Zirpoli Ch. 8. Preview PPT Slides.</td>
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<td><strong>Due:</strong> Intervention Plan: FBA &amp; PBIS project report (Parts #1-10) by 4/25, Sunday Midnight.</td>
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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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<td>13</td>
<td>4/27-5/2</td>
<td>Developing own class-wide management plan (IRIS Module) Developing your plan for implementing Social Emotional Learning (SEL) strategies in your own classroom.</td>
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<td>(Module VI)</td>
<td><strong>Due:</strong> Online Assignment#6, by 5/2, Sunday Midnight.</td>
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<td>(Zoom Class #7)</td>
<td><strong>Read:</strong> Zirpoli, Ch. 2. Preview PPT Slides.</td>
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<td><strong>Due:</strong> Share your Class-Wide plan and your SEL plan in your Tribe.</td>
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<td>15</td>
<td>5/11</td>
<td>- Putting Together -- PENT forms: FBA and PBIS using Pent Form and IEP (?)</td>
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<td>(Zoom Class #8)</td>
<td><strong>Due:</strong> 1) Presentation of FBA-PBIS Intervention Data in Tribe 2) Entire FBA/PBIS project Report (Parts #1-11) including all previous parts, datasheets, and FBA assessments, and all other attachments (Group 1: Optional) by Midnight 5/11.</td>
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<td>Final Exam</td>
<td>5/25</td>
<td><strong>Due:</strong> Last Day to Submit FBA/PBIS paper (Entire paper, Parts #1-11 including all previous parts, datasheets, and FBA assessments, and all other attachments (Group 2: Optional) by 5 p.m. (Note the change of time!)</td>
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