San José State University

Lurie College of Education, Department of Special Education
EDSE 279: Managing Behaviors and Emotional Problems of Students in Special Education
Summer 2022

Course and Contact Information

Instructor:	Andrea Golloher
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Email:	andrea.golloher@sjsu.edu (preferred mode of contact)
Office Hours:	By appointment
Class Days/Time:	Mondays & Wednesdays, 1:30-3:35 (see schedule for meeting dates)
Classroom:	SH 230

Course Description (from SJSU Catalog)

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 Format: Hybrid

This course will adopt a hybrid delivery format, including synchronous in-person meetings. Students will need access to a computer or tablet device with internet connectivity and video capability.

Technology Requirements

If you do not have access to a computer with the necessary features to participate in class, please look into the free equipment loaning program (https://www.sjsu.edu/it/services/academic-tech/equipment-loaning/index.php) offered by SJSU. If campus is open, there are computer labs for student use 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. 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.

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 Goals and Knowledge Base

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**: 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), 2.1(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: California Commission for Teacher Credentialing Teacher Performance Expectations

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 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.

Required Texts/Readings

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.

Other readings - assigned on Canvas

Ala'i-Rosales, S., Cihon, J. H., Currier, T. D. R., Furguson, J. L., Leaf, J. B., Leaf, R., McEachin, J., & Weinkauf, S. M. (2019). The big four: Functional assessment research informs preventative behavior analysis. *Behavior Analysis in Practice, 12*(5), 222-234. https://dx.doi.org/10.1007%2Fs40617-018-00291-9

Baer, D. M, Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis, 1*(1), 91-97. https://doi.org/10.1901/jaba.1968.1-91

Gongola, L.C., & Daddario, R. (2010). A practitioner's guide to implementing a differential reinforcement of other behavior procedure. *Teaching Exceptional Children, 42(6),* 14-20. https://doi.org/10.1177/004005991004200602

Lew, M. M., & Nelson, R. F. (2016). New teachers' challenges: How culturally responsive teaching, classroom management, & assessment literacy are intertwined. *Multicultural Education, 23*(3-4), 7-13. https://files.eric.ed.gov/fulltext/EJ1119450.pdf

McDaniel, S. C., Bruhn, A. L., Mitchell, B. S. (2015). A Tier 2 framework for behavior identification and intervention. *Beyond Behavior, 24*(1), 10-17. https://doi.org/10.1177/107429561502400103

Myers, D., Freeman, J., Simonsen, B., & Sugai, G. (2017). Classroom management with exceptional learners. *TEACHING Exceptional Children, 49*(4), 223-230. https://doi.org/10.1177%2F0040059916685064

Rose, J., Leverson, M., & Smith, K. (2020, May). *Embedding culturally responsive practices in Tier 1.* Center on Positive Behavioral Interventions and Support. https://bit.ly/3nY5QS8

Weinstein, C. S., Tomlinson-Clarke, S., & Curran, M. (2004). Toward a conception of culturally responsive classroom management. *Journal of Teacher Education, 55*(1), 25-38. https://doi.org/10.1177%2F0022487103259812

Wolf, M. M. (1978). Social validity: The case for subjective measurement or how applied behavior analysis is finding its heart. *Journal of Applied Behavior Analysis, 11*(2), 203-214. https://doi.org/10.1901/jaba.1978.11-203

Yoder, N. (2014). *Teaching the whole child: Instructional practices that support social-emotional learning in three teacher evaluation frameworks.* American Institutes for Research. https://files.eric.ed.gov/fulltext/ED581718.pdf

Zirpoli, T. J. (2016). Chapter 11: Cognitive behavior modification. In *Behavior management: Application for teachers* (7th ed.). Pearson.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful it is expected that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

More detailed descriptions and grading requirements for all assignments can be found on Canvas.

Assignment	Objectives	Points	Percent	CLOs and TPEs
SEL module	- Define social and emotional learning (SEL) and a set of core social and emotional competencies; - Understand the importance of SEL for students and adults; - Identify the key components of SEL, including how social and emotional competencies change across the lifespan and across multiple context and cultures; - Explore ways that SEL aligns with other initiatives; - Determine strategies to begin to implement SEL in practice.	10	3.33%	CLO 1, 6 U 1.1, 2.3 MM 1.7 ESN 1.4 ECSE 4.7
FBA module	- Identify the function of problem behaviors - Design individual behavior plans based on the functions of problem behaviors - Implement and evaluate individualized behavior plans	10	3.33%	CLO 2, 3 U 1.1 MM 2.5, 2.6, 4.3 ESN 2.8, 2.9, 4.1 ECSE 1.6
Responding to challenging behavior modules	- Understand why teachers need to be able to effectively manage disruptive and non-compliant behaviors - Understand problem behaviors as occurring within an acting-out cycle - Know the phases of the acting-out cycle and how to respond to students in different phases of the acting-out cycle - Identify resources that can provide information on behavioral interventions - Describe interventions that can increase initial compliance to teacher requests and decrease disruptive and non-compliant behaviors	2*10 = 20	6.67%	CLO 3, 4, 5 MM 2.5, 2.6, 4.3 ESN 2.13, 4.1 ECSE 1.6, 4.7
MTSS module	- Describe school-wide positive behavior supports (SWPBIS) - Describe the importance of SWPBS leadership teams, including the types of data they may review - Recognize the value of establishing a consistent set of behavioral expectations across environments - Describe the importance of and strategies for providing positive, specific, and consistent acknowledgement of positive behavior - Describe strategies for teaching social behaviors - Describe the role of discipline in a SWPBS program	10	3.33%	CLO 1, 5, 6 U 2.2, 2.3, 2.6 ESN 2.6
Classroom management modules	- Understand how disruptive behavior negatively affects instruction and learning - Be familiar with how culture can influence behavior - Identify and describe the core components of a comprehensive behavior management system - Develop a comprehensive behavior management plan - Describe the importance of establishing classroom rules that align with the school's behavior expectations - Describe the importance of communicating with families about rules and expected behaviors	2*10 = 20 total	6.67%	CLO 1, 4, 5 U 6.2 ESN 2.6
Tier 2 module	- Define Tier 2 of a SWPBS system - Describe effective and low-intensity strategies to support positive student behavior prior to a student receiving Tier 3 (FBA) support - Describe how to use Tier 2 strategies as a bridge to support students moving between Tier 3 and Tier 1 - Describe how to collaborate with IEP team members to develop Tier 2 plan	10	3.33%	CLO 4, 5 MM 1.7, 2.1 ESN 1.4, 2.13

Assignment	Objectives	Points	Percent	CLOs and TPEs
Exit Ticket 1 - Behavior	• Operationally define behavior	5	1.67%	CLO 4 MM 4.3 ESN 4.1 ESCE 1.6
Exit Ticket 2 - Tracking and analyzing behavioral data	• Describe the various means of tracking student behavior (frequency, rate, duration, latency, percent, interval recording, etc.) • Use visual inspection to interpret behavioral data graphed as part of a time series	5	1.67%	CLO 2 MM 4.3 ESN 2.13 ECSE 1.6
Exit ticket 3 - Case Studies - FBA	• Interpret behavioral data to determine the function of a challenging behavior • Suggest reasonable replacement or alternative behaviors to address the function of a challenging behavior • Discuss the importance of considering the student's input in determining replacement behavior	5	1.67%	CLO 2, 3 MM 1.7, 2.5, 2.6, 4.3 ESN 1.4, 2.8, 4.1 ECSE 1.6
Exit ticket 4 - DR schedules	• Identify the various differential reinforcement schedules • Describe why one might choose to use a specific DR schedule vs another	5	1.67%	CLO 3, 4 MM 2.5, 4.3 ESN 2.13. 4.1 ECSE 1.6, 4.7
Exit ticket 5 - Individual PBIS	• Describe strategies for an individual PBIS program, including schedules of reinforcement, shaping and chaining new behaviors, token economies, and planning for generalization and maintenance • Identify other professionals who may be part of a "wraparound" system of support.	5	1.67%	CLO 3, 5 MM 2.1, 2.5, 2.6, 4.3 ESN 2.8, 2.9, 2.13, 4.1 ECSE 1.6, 4.7
Exit ticket 6 - MTSS Matrix	• Develop a behavior matrix in order to describe behavioral expectations in different school contexts (class, hallways, lunch, etc.) • Describe considerations for developing a behavior matrix for a diverse student body	5	1.67%	CLO 1, 5 ,6 U 2.2, 2.6, 6.2 MM 2.7 ESN 2.8
Exit ticket 7 - federal and state laws	• Recognize federal and state laws that govern behavioral interventions for students with challenging behavior • Describe legal guidance on use of emergency procedures for students who demonstrate dangerous behavior	5	1.67%	
Exit ticket 8 - CBM and Tier 2 Strategy Repository	• Describe cognitive behavior management strategies • Identify which CBM strategies may be used for specific issues students may be facing • Identify how CBM strategies can be incorporated into Tiers 1, 2, and 3 of a SWPBS system • Develop tools to use to support students who need Tier 2 behavioral support (check-in/check-out; behavioral contracts; social stories; structured breaks; etc.) • Describe the affordances and constraints of these tools	5	1.67%	CLO 4, 5, 6 MM 1.7, 4.3 ESN 1.4, 2.13, 4.1 ECSE 4.7

Assignment	Objectives	Points	Percent	CLOs and TPEs
Tier 1 Classroom management plan	• Develop a classroom management plan that includes the following: a statement of purpose, classroom rules using a PBIS matrix, procedures, positive consequences, and negative consequences • Describe strategies to ensure this plan adequately addresses the needs of a diverse student population • Ensure this plan addresses the social-emotional development of your students in an age-appropriate way.	60	20%	CLO 1, 4, 5, 6 U 2.3, 2.6, 6.2 ECSE 4.7
PBIS/FBA Assignment	Demonstrate the ability to: • Operationally define behavior in observable and measurable terms • Monitor student behavioral data • Collect and interpret ABC data to determine the function of a behavior • Complete and interpret a functional interview to describe the context in which a challenging behavior occurs (ecological analysis) and the forms of communication a student uses most frequently (communicative intent), along with other contextual information needed to better understand the student's needs (health, prior BIP) • Identify appropriate replacement behavior(s) that meet the function of the challenging behavior • Develop strategies to prevent challenging behavior (short-term and long-term), teach replacement behavior(s), and respond to challenging behavior • Write a professional report, appropriate for sharing with other professionals and parents	110	36.67%	CLOs 1-8 U 1.1, 2.1, 6.2 MM 1.7, 2.1, 2.5, 2.6, 4.3 ESN 1.4 2.8, 2.9, 2.13, 4.1 ECSE 1.6, 4.7
Professionalism: Timeliness	• Demonstrate ability to effectively manage time commitments by: Turning in assignments on time OR proactively reaching out to instructor to establish a plan to submit assignments if needed	10	3.33%	
Total		300	100%*	

Note: Sum may not add to 100% due to rounding

Grading Policies

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. Students planning on pursuing a teaching credential in ECSE should, therefore, strive to earn a grade of B or higher in all credential coursework.

Grade Conversion Table

Grade	Percent	Grade	Percent	Grade	Percent
A+	97 or above	A	93 up to 97	A-	90 up to 93
B+	87 up to 90	B	83 up to 87	B-	80 up to 83
C+	77 up to 80	C	73 up to 77	C-	70 up to 73
D+	67 up to 70	D	63 up to 67	D-	60 up to 63
F	Below 60				

Late Policy

It is part of the ethos of the Department of Special Education to prepare students for the role of special education teacher. This role requires careful attention be paid to due dates (e.g., a late IEP meeting can - and has - lead to legal action). It is, therefore, important that you practice the skills necessary to manage your time as part of your coursework.

Rather than deducting points for individual late assignments, you will be graded on your ability to manage time as a professional. This means that you will either submit assignments on time or proactively reach out to your instructor to develop a plan to submit the assignments, in cases of emergencies that may arise that impact your ability to submit these assignments. As much as possible, please contact me BEFORE the due date to make arrangements if you will not be able to submit the assignment on time. Note that assignments will close one day after the submission deadline. Students will need to request permission to submit an assignment late.

Departmental Incomplete Policy

It is the policy of the Department of Special Education that students must have completed 80% of the course work assigned in order to qualify for an incomplete in the class. The final arrangements for making up the incomplete grade (i.e., the due date) will be negotiated between the student and faculty member.

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, dropping and adding, consent for recording of class, etc., and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (https://www.sjsu.edu/curriculum/courses/syllabus-info.php).

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 the 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, the permission of those students or guests must be obtained as well.

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 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) at http://www.sjsu.edu/counseling.

EDSE 279 Summer 2022 Course Schedule

Note: Schedule subject to change. Updates will be announced on Canvas or discussed in class meetings.

Date Location	Topics	Readings	Assignments due
6/1 In Person	- Course overview - Multi-tiered systems of support (MTSS): Continuum of behavioral supports and services - Connection between behavior, communication, social-emotional learning, and academics - Review FBA assignment	Hanley (2012)	
6/6 Online	The importance of social-emotional learning (SEL)	Yoder (2014), pp. 2-18	***SEL Module:*** *AIR SEL* ***FBA Assignment:*** *identify case study student* ***Exit ticket 1 - Behavior:*** Finish and submit work begun in class
6/8 In Person	- Foundations for PBIS – Applied Behavior Analysis in the Schools - Definitions of "behavior," "challenging behavior," "replacement behavior"	P-T-R-School Ch 1 OR P-T-R-YC Ch 1 Baer et al. (1968)	
6/13 Online	*Work day:* *Identify participant for FBA assignment* *Define participant's challenging behavior* *Define the replacement behavior*		***FBA Assignment:*** *Bring definitions to class on 6/15* ***Exit ticket 2 – Dimensions of behavior:*** Finish and submit work begun in class
6/15 In Person	- Foundations of ABA - Dimensions of behavior - Review FBA/PBIS Project, Section 1-4	P-T-R-School Ch 2-3 OR P-T-R-YC Ch 2-4	
6/20 Online	*Work day:* *Complete Functional Assessment Interview and Motivation Assessment Scale* *Write up sections 1-3*		***FBA Assignment:*** *Determine behavior monitoring plan* ***FBA Assignment:*** Submit sections 1-3
6/22 In Person	Tracking and analyzing behavioral data	P-T-R-School Ch 2-3 OR P-T-R-YC Ch 2-4	

Date Location	Topics	Readings	Assignments due
6/27 Online	• What to do when students need more support: Functional behavior analysis		*FBA Module:* IRIS Functional behavior analysis *Exit ticket 3* - **Case Studies - FBA***:* Finish and submit work begun in class
6/29 In Person	• Conducting a functional behavior analysis (ABC and Baseline Data) • Using FBA data to inform intervention strategies • Review FBA/PBIS project, sections 4-7	P-T-R-School Ch 4 OR P-T-R-YC Ch 5	
7/4 NO CLASS			
7/6 In Person	• Individual PBIS, Part 1 • Defining reinforcement and punishment • What are extinction bursts and how can we avoid them? • Prevention, teaching, and reinforcement strategies	Gongola & Daddario (2010) Ala'i-Rosales et al. (2019)	*Exit ticket 4* - **DR schedules***:* Finish and submit work begun in class *FBA Assignment: Collect baseline and ABC data*
12 7/11 Online	• Responding to challenging behavior	P-R-T-School Ch 5 OR P-R-T-YC Ch 6	***Responding to challenging behavior module:*** IRIS Addressing disruptive and noncompliant behaviors, Parts 1 and 2 *Exit ticket 5* - **Individual PBIS:** Finish and submit work begun in class *FBA Assignment:* Finish collecting baseline and ABC data and Submit sections 1-7
7/13 In Person	• Individual PBIS (function-based interventions), Part 2 • Progress monitoring and data-based decision making • Review FBA Assignment, Sections 8-9	P-R-T-School Ch 6 OR P-R-T-YC Ch 7	

7/18 Online	• Multi-tiered systems of support (MTSS) for behavior
	  ○ EC: CSEFEL/Pyramid Model
	  ○ MM/ESN: SW-PBIS
		• FBA-Schools Ch 2	*MTSS Module:*
			  • *MM and ESN:* IL MTSS SW-PBIS Modules
			  • *ECSE:* CECO CSEFEL Teaching Pyramid Module
			Exit ticket 6 - **MTSS Matrix:** Finish and submit work begun in class
			FBA Assignment: Submit section 8

7/20 In person	• MTSS cont'd: Establishing a strong foundation for positive behavior: Tier 1 of a PBIS • Cultural humility and classroom management • Using culturally responsive practices in PBIS systems - attending to social validity	• Rose et al. (2020) • Weinstein et al. (2004) • Lew & Nelson (2016)	

Week Date Location	Topics	Readings	Assignments due
7/25 Online	• Establishing a classroom management plan • Review Tier 1 Classroom Management Plan assignment	Myers et al. (2017)	***Classroom Management Modules:*** *MM and ESN: IRIS Classroom Management Parts 1 and 2 ECSE: IRIS Developing and Teaching Rules + Classroom Management Part 2*
7/27 In Person	• Cognitive behavior modification (CBM) strategies for the classroom • In Class: CBM and Tier 2 strategy repository	Zirpoli (2016)	***Exit ticket 7 – CBM and Tier 2 Repository:*** *Finish and submit work begun in class* ***Tier 1 Classroom Management Plan***
8/1 Online	• Tier 2: Strategies to support students between Tiers 1 and 3	McDaniel et al. (2015)	***Tier 2 Online Module*** ***Exit ticket 8 - federal and state laws:*** *Finish and submit work begun in class* ***FBA Assignment:*** *Submit sections 1-9*
8/3 In Person	• Putting it all together in a behavioral intervention plan • Legal Considerations • Final review of FBA/PBIS Project	Northwest SELPA Procedural Handbook, Ch 1 Appendix A & BIP Form	