

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 1

Spring 2016

Course and Contact Information

Instructor:	Hyun-Sook Park, Ph.D.
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Office Hours:	Tuesday 2:00 pm- 3:30 pm & by Appt.
Class Days/Time:	Tuesday 4:00-6:45 p.m.
Classroom:	Sweeney Hall 230
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](tel:4089242337)
- 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 279A 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 credentials in 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 CCTC Standards

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

Behavior Management: Application for Teachers, 6th Edition (2012) by Thomas J. Zirpoli. Pearson Prentice Hall.
ISBN: 9780137063208

Library Liaison

Teresa Slobuski, teresa.slobuski@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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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, and turned in on time, and be free of spelling or grammatical errors. Lateness for any reason will result in the loss of 20% of the points. Please refer to Assignment standards for other specific requirements.

1. Use of Canvas

You are required to use Canvas for this class. For Log in information and other guidelines, please refer to Canvass Access on page 2 of this syllabus.

*Post one paragraph of your self-introduction (with an optional photo) on Canvas **Discussions** and respond to one peer by **2/9, 4:00 p.m.** (10 pts.).

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

2. **On Campus Class Participation** (60 points, 15% of grade) (PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 5, Category B, Standard 9, & Standard 10)

Active Participation is important to the structure of this class. Regular participation in class discussions and group/individual activities is required. In addition, you will be asked to bring homework assignments occasionally (e.g., Baseline/Assessment data, draft PBS plan, case studies, etc.). **You are responsible for all readings and materials presented in the course, even when absent and excused by the professor.** Five points are given for participation in each on-campus class. Points will be distributed among the activities/homework assignments selected to be counted for the points in each class. The number of in-class activities will vary. There will be no make up for this requirement.

3. **Two On-line Class Assignments** (50 Pts. 13 % of grade) ((PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 6)

There are **two online classes on 3/15 and 4/12** (No on campus class). **Please refer to the Online Class Assignment Guidelines posted on Canvas , in Modules, in order to learn specific steps for completing each assignment.**

Please note the following:

- a) Online Assignment #1 (30 pts.) has two parts: submit your work by midnight on **3/15** (20 pts.) and response to at least one peer's reflection by **3/22**, midnight (10 pts.)
- b) Online Assignment #2 (20 pts.) has two different IRIS Modules (one for ECSE students, and the other for M/M or M/S students), but you are asked to complete only one module by choosing an appropriate one, depending on the program you are enrolled in. This is due on **4/12**. You will share your plan in your Tribe on 4/19.

4. **Functional Behavior Assessment (FBA) and Positive Behavior Support (PBS) Project** (150 points 38% of grade) (PS 12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Category B Standard 6 & Standard 10) (A total of 150 points: 140 pts. for the paper and 10 pts. for the presentation)

This project consists of the following **five components with different due dates**. You are required to bring the parts of your project for discussion/feedback from peers/instructors before submitting the final draft of the FBA/PBS paper. (This will give you class participation points.) **Please submit a hard copy of the paper to the instructor.:**

- a) Bring a written part of your focus student description and the target behavior (problem behavior that you want to decrease) with baseline data, and the ABC observation data for discussion (**Due on 2/23**, 5 pts. for class participation).
- b) Bring your complete FBA data and a draft of behavior intervention plan based on the assessments conducted (**Due on 3/8**, 5 pts. for class participation). You are not submitting your paper to the instructor at this time.
- c) **Submit the final draft of the FBA/PBS plan (Parts 1-10)** for grade (**Due on 3/22, 100 pts.**).
- d) Implement the PBS plan with an approval from the instructor, collect data for a minimum of two weeks, interpret the data, and write a summary of the implementation of the intervention and findings.
- e) **Submit The Entire written FBA/PBS project report, including Parts 1-11 (Due on 5/24, 40 pts.)**
Present the project to your peers in the class (Tribes) (Due on 5/24, 10 pts.)

The format and the detailed guidelines are posted on Canvas (Refer to Assignment Guidelines in *Modules*), and 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. **Attach all the assessment information (worksheets don't need to be typed) that you gathered for the report. If you do not have access to a child/student with somewhat difficult behaviors, consult with me ASAP.**

5. Teacher Interview/Observation (30 pts. 8 % of grade) (**Due: 5/3, 4:00 p.m.**): **Interview** a special education teacher, **Observe** his/her class, **Write** a paper about what you learned, following the guidelines posted on Canvas, and **Present** it to the class (small group sharing). **Submit a hard copy of your interview to the instructor** (M/M & M/S 24, D/HH 27, & ECSE26) (MS/SS Program: Standard 5 & Category B Standard 10)

6. Group Project: Evidence-Based Strategies for Serious Behavior Challenges (100 Pts. 25% of grade) (**Due: your selection date**): You will pair up with another peer, choose a specific challenging behavior, compile evidenced-based teaching strategies proven to be effective for the chosen behavior, write a 7-8 page paper, and present it to the class. Your group will choose a behavior from the list that we generate as a class, not limiting to the following behaviors:

- Oppositional Defiant Behavior
- Obsessive Compulsive Disorder/Behavior
- Serious Emotional Disturbance
- Aggressive Behavior (early childhood)
- Aggressive Behavior (elementary)
- Aggressive Behavior (secondary)
- Bullying Behavior
- Temper Tantrum Behavior
- Separation Anxiety
- Social Anxiety Disorder
- Other behavior of your interest

The paper (70 pts.) will consist of the following components:

- a) Definition of the chosen behavior
- b) What current research says about the behavior
- c) Evidenced based teaching strategies that are practical and doable in the classroom
- d) Explanation of such strategies

The presentation (30 pts.) will be 30 minutes and will focus on teaching strategies mainly. Please refer to the presentation guidelines posted on Canvas, in Modules. You are strongly encouraged to be creative in delivering the contents. Use visuals and handouts.

*Your group will sign up for a date to present and submit the paper. You will submit the paper on the day of your presentation.

* More detailed guidelines are posted on Canvas and will be explained in the class.

Grading Policy

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

Assignment	Points
Self- Introduction on Canvas	10
On Campus Class Participations	60
Two Online Class Assignments	50
FBA/PBS Project	150
Teacher Interview/Observation	30
Group (Evidence-Based Strategies) Project	100
Total Points	400

GRADE RANGE CONVERSION

Grade	Cumulative Points Total	%
A	372-400	93%
A-	360-371	90%
B+	348-359	87%
B	332-347	83%
B-	320-331	80%
C+	308-319	77%
C	292-307	73%
C-	280-291	70%
D	240-279	60%
F	239 or below	

***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 email and other computer based activities are not allowed during 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](http://info.sjsu.edu/static/catalog/policies.html) 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](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/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](http://www.sjsu.edu/advising/) 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), <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.”
 - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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](http://www.sjsu.edu/senate/docs/S07-2.pdf) 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](http://www.sjsu.edu/studentconduct/) 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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) 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](http://www.sjsu.edu/aec) (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](http://www.sjsu.edu/senate/docs/S14-7.pdf) 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](http://www.sjsu.edu/at/asc/) 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](http://www.sjsu.edu/writingcenter) 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](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

EDSE 279 Managing Behaviors and Emotional Problems of Students in Special Education, Spring 2016 Course Schedule

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

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/2	-Review of Syllabus & Course Requirements -Introduction to class/behavior management/TRIBE
2	2/9	-Functions of Behavior -Steps in ABA -Read Textbook Chapters 1 and 6 <u>Due:</u> Post Self-Introduction on Canvas & Respond to one peer by 4:00 p.m.
3	2/16	- Functional Behavioral Assessment - Read Textbook Chapter 9.
4	2/23	-Positive Behavioral Intervention Support (PBIS) Plan -Read: Charlotte's story on Canvas <u>Due:</u> Written Description of Student and Target Behavior with Baseline Data and ABC Observation data for discussion and peer feedback.
5	3/1	-Strategies for Increasing Appropriate Behaviors -Social Emotional Teaching & Learning (SETL) Strategies I -Cognitive Strategies - Read Textbook Chapters 10 and 11.
6	3/8	-Schoolwide PBS -Strategies for Managing Inappropriate Behaviors I -Read Textbook Chapters 12 and 13. <u>Due:</u> Bring your complete FBA data and draft PBS plan for discussion and peer feedback.
7	3/15	No On-Campus Class: Online Assignment# 1: IRIS Module, Addressing Disruptive and Noncompliant Behavior (Part II) <u>Due:</u> Online Assignment#1, Complete Steps 1 to 6 (a) by Midnight.
8	3/22	Strategies for Managing Inappropriate Behaviors II -Models of Class Management -Read Textbook Chapter 13. <u>Due:</u> FBA & PBS project report (Parts #1-10) Online Assignment#1, Complete Step 6 (b)(Respond to Peer) by Midnight.
9	3/29	Spring Break: No Class

Week	Date	Topics, Readings, Assignments, Deadlines
10	4/5	-Strategies for Specific Behavior Challenges - Read Textbook Chapter 14. Begin Intervention for your FBA- PBS project
11	4/12	No On-Campus Class: Online Assignment# 2: IRIS Module , Classroom Management Part 2 (Developing your own behavior management plan) or Early childhood Behavior Management. <u>Due:</u> Online Assignment #2 by Midnight.
12	4/19	-Assessing & Developing Social Competence -Social emotional teaching & learning (SETL) strategies II - Read Textbook Chapter 8. <u>Due:</u> Sharing Online Assignment #2 (Bring your class-wide plan.) <u>Due:</u> Gp Project (Gp I and Gp II)
13	4/26	-Cultural Influence on Behavior -Evaluating behavioral changes - Read Textbook Chapters 3 and 7. <u>Due:</u> Gp Project (Gp III and Gp IV)
14	5/3	-Legal Considerations -Collaboration with School, Home and Community <u>Due:</u> Gp Project (Gp V and Gp VI) Read Textbook Chapter 2. <u>Due:</u> Teacher Interview and Sharing
15	5/10	Putting Together/Issues and Concerns in Class/Behavior Management -PENT forms Read Textbook Chapters 4 and 5. <u>Due:</u> Gp Project (Gp VII, Gp VIII, and Gp IV)
Final Exam	5/24	<u>Due:</u> Entire FBA/PBS project Report (Parts #1-11) & Presentation 5:15 p.m. to 7:30 p.m.