

# SJSU

## 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 2014

#### Contact Information

<b>Instructor:</b>	Hyun-Sook Park, Ph.D.
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<b>Office Hours:</b>	Tuesdays 2:00 pm- 3:30 pm & by Appt.
<b>Class Days/Time:</b>	Tuesdays 4:00-6:45 p.m.
<b>Classroom:</b>	Sweeney Hall 213
<b>Prerequisites:</b>	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**

Course materials such as syllabus, handouts, etc. can be found on Canvas, EDSE 279. You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn any updates.

## **Course Description**

Participants in EDSE 279 will learn to assess children's behavior, design formal and informal positive support plans based on assessment results that support student success in school, and design learning environments that promote positive social and academic learning experiences. The course meets one of the requirements for teacher candidates in the Concurrent Program who are pursuing credentials in both general education and special education credentials.

## **Course Goals and Learning Objectives**

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

### **Upon successful completion of this program, students will be able to:**

1. design learning environments that promote positive social and academic learning experiences for All students.
2. conduct a Functional Behavior Assessment for a student who demonstrates challenging behaviors in a classroom.
3. develop a Positive Behavior Support Plan collaboratively with an educational team.
4. identify behavior interventions and teaching styles that are proactive, positive, respectful, fair, and age appropriate for students.
5. plan strategies for addressing social emotional needs of students and for building social relationship among students.
6. demonstrate knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors.
7. identify the components and legal guidelines for the use of emergency procedures for students who demonstrate dangerous behaviors

### **Knowledge Base:**

The knowledge base for EDSE 279 is rooted in two areas, one related to the act (function) of teaching and the other to the nature of human behavior, and the interrelationship between these two areas. The functional basis includes: pedagogy, motivation, reinforcement, group management/dynamics, human relationships and positive behavior support. The nature of human behavior includes the following theoretical positions: medical (pharmacological and classification), behavioral, psychodynamic, sociological, and ecological. The need for careful observation of behavior and attention to cultural differences are considered basic to the understanding of student behavior. In particular, the course emphasizes the use of functional behavior assessments for understanding students' challenging behaviors and of positive behavioral support plans (which is based on the results of functional behavior assessments) for intervening the behaviors.

### **Required Texts/Readings**

#### **Textbook**

1. *Behavior Management: Application for Teachers*, sixth Edition (2012) by Thomas J. Zirpoli. Pearson Prentice Hall.

**Library Liaison:** Teresa Slobuski, [teresa.slobuski@sjsu.edu](mailto:teresa.slobuski@sjsu.edu)

## Course Requirements and Assignments

Bring your textbook and syllabus to class each week. If you are absent, make arrangements to get handouts and notes from a peer. **You will not be able to make up in-class activities that you miss.** All assignments **must be typed,** 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** (10 pts.)

You are required to use Canvas for this class. For Log in information and other guidelines, please refer to: [http://www.sjsu.edu/at/ec/canvas/student\\_resources/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources/index.html)  
This requires cooperation from you in the following areas:

- a) Post one paragraph of your self-introduction (with an optional photo) on Canvas *Discussions* and respond to one peer by **9/2, 4:00 p.m.** (10 pts.).
- b) **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, *Modules*, located on Canvas, EDSE 279 home page.

### **2. On Campus Class Participation** (60 points) (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., Assessment data, draft PBS plan, IRIS module work, 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 Assignments** (40 Pts.) ((PS12, M/M 4, M/S 6, ECSE 7, & DHH 9) (MS/SS Program: Standard 6)

Complete two online assignments below. **Please refer to the Assignment Guidelines posted on Canvas , in Modules, in order to learn specific steps for completing each assignment.**

The first online assignment has the following two components:

- a) Complete an IRIS module on a specific topic and submit the assignment on Canvas by **10/7, Midnight** (20 Pts.),
- b) Post reflections and respond to one peer on Discussion Board, Canvas by **10/14, midnight** (10 pts.). The demonstration on how to complete the IRIS module will be presented in the class.

The second online assignment requires you to post the assignment (by **12/2, Midnight**) and respond to one peer's work on the Discussion Board on Canvas by **12/9 , Midnight** (10 pts.).

**4. Functional Behavioral Assessment (FBA) and Positive Behavior Support (PBS) Project** (150 points) (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 **four components with different due dates** for each component (Please submit a hard copy of the paper to the instructor):

- a) Describe your focus student and collect baseline data on a target behavior (s) (problem behavior that you want to decrease) (**Due: Submit a written student description and target behavior with baseline data on 9/23**) ( 5 Pts.)
- b) Complete formal or informal functional behavioral assessment about a child/student who exhibits a problem behavior and write a behavior intervention plan based on the assessment conducted ( **Due: Bring FBA data and draft PBS plan for discussion on 10/14; Written FBA/PBS project on 10/28**) (95 pts.)
- c) Implement the PBS plan, collect data for a minimum of two weeks, interpret the data, and write a summary of findings. (**Entire FBA/PBS project report including all three components due: 12/9**) (40 pts.)
- d) Present the project to the class (**Due: 12/9**) (10 pts.)

The format and the detailed guidelines as well as the rubrics are posted on Canvas 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 with somewhat difficult behaviors, consult with me ASAP. You will be required to present your project to your peers after the implementation of the intervention plan on **12/9**).

**5. Choose one of the Following Assignments and Present to the Class** (40 points) (M/M & M/S 24, D/HH 27, & ECSE26) (MS/SS Program: Standard 5 & Category B Standard 10)

- a) **Teacher Interview (Due:11/18, 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  
(A total of 40 points: 30 pts. for the paper and 10 pts. for the presentation).

**OR**

- b) **Class-wide plan (Due: 11/18, 4:00 p.m.)**  
Develop a **Class Wide Plan** for your classroom following the guidelines from the IRIS Module: *You are in charge! Developing your own comprehensive behaviors management plan*. You are asked to submit a hard copy of your plan to the instructor, and share it with your peers on 11/18. Embed strategies that promote social-emotional teaching /learning utilizing what was covered in

the class. Refer to the specific assignment guidelines posted on Canvas, under Module.  
( 40 pts.: 30 Pts. for the Class wide plan; 10 pts. for the presentation)

**OR**

**c) Paper on your own topic (Due: 11/18, 4:00 p.m.)**

(A total of 40 points: 30 pts. for the paper and 10 pts. for the presentation).

Choose a topic (or strategy) in class/behavior management that you are interested in learning more about and write a 5-7 page paper, following the specific guidelines posted on Canvas. Submit a hard copy of your paper to the instructor and share your findings with your peers on 11/18.

**Grading Policy**

1. You must **complete all assignments** to receive a grade in this class.
2. All written assignments must meet **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, with one inch margins; paginated; and free of spelling and grammatical errors** to avoid reduction in points.
3. 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**

<b>Assignment</b>	<b>Points</b>
Self-Introduction on Canvas	10
Class Participation	60
On-line Seminar # 1	30
On-line Seminar # 2	10
Interview/Class-wide plan/Own topic	40
FBA/PBS Project	150
Total Points	300

## GRADE RANGE CONVERSION

<u>Grade</u>	<u>Cumulative Point Total</u>	
A	279-300	93%
A-	270-278	90%
B+	261-269	87%
B	249-260	83%
B-	240-248	80%
C+	231-239	77%
C	219-230	73%
C-	210-218	70%
D	180-199	60%
F	180 or below	

### a) **Late Assignment**

Late assignments will be reluctantly accepted. 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%. Assignments may be turned in up to one week late with an *additional and cumulative* 10% for each day past the due date (e.g. Friday, -20%).

## **Classroom Protocol**

### a) **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.

## **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/](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.

- “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) 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/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

### **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](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.

### **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 Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

## **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 7<sup>th</sup> 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 Fall 2014 Course Schedule

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

Week	Date	Topic	Readings
1	8/26	-Review of Syllabus -Course Requirements -Introduction to Canvas/TRIBE	
2	9/2	- Classroom Management -Functions of Behavior <b>Due: Post Self-Introduction on Canvas &amp; Respond to one peer by 4:00 p.m.</b>	Zirpoli, Ch.1
3	9/9	-Steps in ABA - Functional Behavioral Assessment	Zirpoli, Ch. 6
4	9/16	-Functional Behavioral Assessment (Cont')	Zirpoli, Ch.9
5	9/23	-Positive Behavior Support Intervention Plan -Social Emotional Teaching & Learning (SETL) Strategies I -Strategies for Increasing Appropriate Behaviors <b>Due: Written Description of Student and Target Behavior (FBA-PBS Project)</b>	Zirpoli Ch. 10
6	9/30	-Strategies for Increasing Appropriate Behaviors (Cont') -Cognitive Strategies	Zirpoli Chs. 10 & 11
7	10/7	<b>No On-Campus Class:</b> Online Assignment# 1: IRIS Module <b>Due: Online assignment #1, Complete Steps 1 to 6 (a) by Midnight.</b>	
8	10/14	-Schoolwide PBS -Strategies for Managing Inappropriate Behaviors I <b>Due: Bring your FBA Data &amp; draft PBS plan for discussion.</b>  <b>Due: Online assignment #1: Step 6 (b)--Post your response to one</b>	Zirpoli, Ch. 12 & 13

Week	Date	Topic	Readings
		<b>peer by Midnight.</b>	
9	10/21	<b>No On-Campus Class:</b> Class Observation/Teacher Interview	
10	10/28	-Strategies for Managing Inappropriate Behaviors II <b><u>Due:</u> Written Functional Behavioral Assessment &amp; PBS Plan</b>	Zirpoli, Ch.14
11	11/4	-Developing Social Competence -Social emotional teaching & learning (SETL) strategies II	Zirpoli, Ch. 8
12	11/11	<b>No Class: Veteran's Day</b>	
13	11/18	-Cultural Influence on Behavior -Evaluating behavioral changes <b><u>Due:</u> Written Interview/Class-Wide Plan/Own Topic (and Sharing)</b>  <b>Begin Intervention for your FBA-PBS project</b>	Zirpoli, Ch. 3
14	11/25	-Legal Considerations -Collaboration with School, Home and Community	Zirpoli, Chs. 2 & 7
15	12/2	<b>No On-Campus Class:</b> <b><u>Due:</u> Online assignment #2: Complete Steps 1-3 by Midnight.</b> (Resource Project)	Zirpoli, Chs. 4-5
16	12/9	Putting Together/ PENT forms/Issues and Concerns in Class/Behavior Management  <b><u>Due:</u> Entire FBA/PBS Project &amp; Presentation</b> <b><u>Due:</u> Online assignment #2: Complete Step 4 (Respond to one Peer) by Midnight.</b> (Resource Project)	
Final Exam	12/16	To be discussed	

