CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF EDUCATION
Liberal Studies Department

UDCP 401: Positive Behavior Supports
SPRING 2020
Thursdays, 11-1:45 pm
Paddison Elementary

Instructor Information

- o Instructor: Stephanie Hunt, M.S.
- o Office Hours: Thursdays 1:45 to 2:45, Paddison Elementary, and by appointment.
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College of Education Mission Statement

The College of Education at CSULB is professional educators and practitioners who promote equity and excellence in diverse urban settings through effective learning and teaching community that prepares pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

Course Description

Prerequisite: Admission to UDCP. Models and strategies of classroom management to promote student pro-social behaviors and academic growth in culturally diverse settings. School-wide models of positive behavior support and evidence-based classroom interventions to support positive behaviors for students with and without challenging behavior. Letter grade only (A-F).

Statement Regarding Students with Disabilities

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus. DSS is located in Brotman Hall, Room 270. Phone: (562) 985-5401
E-mail: dss@csulb.edu

Student Learning Outcomes
The following Student Learning Outcomes UDCP Preliminary credential, Added Authorization in Autism Spectrum Disorders, and the California guidelines for Behavioral Intervention Case Managers (BICMs; see California Education Code (3052(a)(1)).

Upon successful completion of the course, students will be able to:

1. Design classroom management plans to support healthy learning environments including daily classroom routines and transitions. (CTC Standard 14)

2. Identify those teacher behaviors and other ecological factors that influence student social and academic behaviors in both elementary and secondary programs.

3. Design interventions for challenging behaviors that include behavioral, social, and environmental supports. (CTC Standard 12)

4. Demonstrate an understanding of reinforcement principles.

5. Identify the individual communication and social skill needs of students demonstrating challenging behaviors, specifically those of students at-risk or with disabilities

6. Demonstrate how to effectively manage and respond to student conduct in individual, small group, and large group activities, and demonstrate the ability to identify and defuse situations that may lead to conflict or violence.

7. Identify the legal and ethical responsibilities of educators in dealing with behaviors that interfere with learning.

8. Identify, define, and apply behavioral strategies and principles of human behavior and learning to real behavior issues in schools.

9. Demonstrate understanding of state and federal regulations regarding the assessment and intervention of students with disabilities who display challenging behaviors.

10. Design and implement relevant and useful behavioral assessment procedures to collect baseline, progress monitoring data, evaluation, and intervention validity data.

11. Use functional behavioral assessment and analysis procedures to identify the function of an identified maladaptive behavior.

12. Design, implement, and monitor comprehensive behavior support plans appropriate to an identified problem behavior based on data collected.

13. Evaluate the efficacy and efficiency of implemented behavior support plans.

Required Texts

Evertson, C., Emmer, E.T. (2017). *Classroom Management for Elementary Teachers* (10th ed.).
Boston, MA: Allyn & Bacon.

Bambara, L.M., Janney, R. & Snell, M.E. (2015). *Teachers' Guides to Inclusive Practices:
Behavioral Support* (3rd ed.). Baltimore, MD: Brookes.

<mark>**Student Responsibilities**</mark>

1. Class Attendance & Participation

a). The course will include lectures, discussion, group activities, & on-line activities. It is expected that students will have thoroughly read the assigned readings, be prepared to make thoughtful contributions to class discussions, and complete all assignments. Class attendance is mandatory. Professionalism requires you to be **on time** for each class and **fully prepared** by finishing all required readings and assignments. During class meetings you will engage in quick writes, pop quizzes, small-group, and whole-class activities related to course topics. Points will be based on completion of course readings, active and thoughtful contributions to small-group and whole class activities, and displaying professional behavior (e.g., collaborative and respectful interactions with instructor, peers, and guest speakers, timeliness in coming to class and turning in assignments, etc.) You will need to have done your readings prior to class in order to fully participate in these activities.You must be on time and remain throughout the full class. Arriving more than 15 minutes late or leaving more than 15 minutes early is disruptive to the learning of others, and will be considered as an absence. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Attendance will be recorded at the beginning of each class. Students are expected to email the professor about any absences prior to the absence. Students are allowed **one unexcused absence**. After one unexcused absence, **each unexcused absence deducts 10 points from the student's final grade.**

b). Excused absences will be granted ONLY if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided **in a timely manner** (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

2. Class Civility

In class, you are expected to actively participate in class discussions and activities, and act in a professional manner, including working collaboratively with peers and respecting peers' viewpoints and perspectives. During class, students should **turn off** cellular phones and any other devices that make noise as a courtesy to the professors and classmates. **Phones and other communication devices should be kept in your pocket or backpack.** Texting, talking on a cell phone, reading e-mails, surfing the Internet, doing homework, and talking during class time are disrespectful to both the professors and classmates. If there is a good

reason for having a cell phone turned on during class, the student <u>must inform</u> the professors at the beginning of a class meeting.

3. *Academic Honesty*

   With respect to the academic honesty of students, it is expected that all material submitted as part of any class assignments, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving improper assistance. Plagiarism is defined as "…the act of using the ideas or work of another person or persons as if they were one's own , without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another writing or paraphrasing…". Students found to have engaged in academic dishonesty are subject to review as per university academic policy: (http://www.csulb.edu/divisions/aa/research/our/information/policies/cheating/).

4. *Course Syllabus, Course Materials, and Course Assignments*
   a). You are responsible for the information and requirements stated in this course syllabus; guidelines for course assignments; instructional materials and announcements posted on Beachboard; and email communications.
   b). You are expected to download all course-related materials to your computer and put them in respective folders and subfolders **BEFORE EACH CLASS MEETING**. Downloaded course materials should be in a folder or a subfolder from which you can easily retrieve. There is **NO class time** allocated for you to download or search course materials, which is just a huge waste of your valuable class time and your tuition! **You are expected to bring course materials to the class meeting as specified in the course schedule**.
   c). Once you have completed this course, you will NOT have access to the course content on the Beachboard.
   d). Please make sure that your BeachBoard account has the most up-to-date email address available for you that you check routinely. You may update your email address online at MyCSULB. I intend to use these addresses as one of my main ways to communicate with you outside of class. Please check your email regularly and keep your email address current.

5. *Quality of Assignments and Submission of Your Work*
   a). You should word process all of your course assignments using 12-point font, 1" margins, black print, numbered pages, and double-spacing. All written assignments must be typed, professionally written, and spell-checked. When references are used, they must be properly cited using American Psychological Association (APA) format (6th Edition). Several online resources on this format have been listed on the BeachBoard site in the "APA Styles" folder under "Websites." The university library has the full APA style guide in its reference

collection. It is recommended that you purchase a copy of the APA Manual for yourself, particularly if you plan to continue in a credential or advanced degree program.

b). Assignments are expected to have correct grammar, spelling, and punctuation.

c). It is your responsibility to label and submit each work (that is required to be submitted online) to a specific place on the Beachboard as specified in each guideline for a course assignment.

d). You are advised to keep a copy of each submitted work for your own records.

e). The ability to communicate clearly and thoroughly in writing is an essential skill for any teacher or professional in education. Therefore, there is a great deal of emphasis on this skill in this course. I expect all final submitted work to reflect careful editing as well as your best thinking, organization, and writing. Writing is a process. Therefore, you are strongly encouraged to begin writing all assignments early and to allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers, or the instructor during office hours) and go through the revision process.

6. Due Dates

a). All course assignments are due on the date specified the course schedule.

b). Given that you cannot control the teaching schedule in the classroom where you are completing your field work-related course assignments, you are required to inform, in an email, the professors of the reason for a late work (e.g., you cannot turn in lesson reflection on the due date because you were not able to teach the lesson due to a fire drill in your classroom). You should complete any fieldwork assignments once the teacher allows you to do so. Waiting until the end of the semester to complete your field work does not benefit your learning in this class and would put a burden on your cooperating teacher and his or her students.

c). **Any course assignment that does not follow the guidelines will receive a grade of 0.**

Course Assignments

Classroom Observation Report (40 points)

Each student has the responsibility for selecting a teacher to set up a brief (1-3 hours) observation of their classroom. The classroom can be either a general or special education class, K-6 only. The emphasis of the observation is to reflect upon the specific classroom management activities in the classroom you observe and to note concerns, if any. Students must submit a signed observation description form along with a brief narrative that answers the provided questions. Any observation submitted without the completed signature form will receive a 5-point deduction. The observation/signature form (which will also serve as the rubric) is posted on BeachBoard. Note: Students are encouraged to plan ahead in scheduling the classroom observation.

IRIS Center Modules (Two modules at 10 pts)

Students will complete online IRIS assignments and submit them via email on or before the scheduled due date.

SIGNATURE ASSIGNMENT: Tier 2 Intervention Case Study (60 points)
UDCP candidates will identify one student who is displaying a behavior issue. The objective of this project is to propose an intervention to extinguish challenging behaviors and increase the prevalence of a desired behavior.

Case Study Tier 2: Problem Identification, Problem Analysis, Plan Development
1. Summary of data:
    a. Review student records, e.g., cumulative file, attendance, discipline, health, etc.
    b. Review history of the behavior to determine effectiveness of previously used behavioral interventions
    c. Systematic observation of the occurrence of the targeted behavior over 2 weeks to obtain a definition and description of the frequency and/or intensity of the problem behavior;
    d. Systematic observation of the immediate antecedent events and consequences associated with each targeted problem behavior to determine the function the behavior serves;
    e. An analysis of the antecedents and consequences that maintain the targeted (problem) behavior;
    f. Ecological analysis of the setting(s) in which the behavior occurs most frequently. *(Factors to consider may include the physical setting, social setting, activities and nature of instruction, scheduling, quality of communication between the individual and staff and other students, degree of individual's independence, degree of individual's participation, amount and quality of social interaction, degree of choice, and variety of activities.)*

2. Definition of target behavior & replacement/alternative behavior
    a. A description of the nature, severity, and rate of the target behavior in objective and measurable terms;
    b. Description of baseline data (minimum 2 data points) from empirical observation (i.e., event, duration, time-sampling, etc.)
    c. Description of a replacement behavior (serves the same function) or an alternative behavior

3. A detailed description of one behavior intervention to be used and the circumstances for its use, including:
    a. Recommendation of one intervention that seems to be warranted based on the Functional Behavior Analysis (FBA) data;
    b. Reference to at least two resources supporting your choice of intervention, describing how this specific intervention is relevant and appropriate for the target behavior. Sources include course readings, activities (IRIS Modules), or outside resources pre-approved by instructor.
    c. Specific criteria for discontinuing the use of the intervention for lack of effectiveness or replacing it with an identified and specified alternative intervention;

d. Challenges you might meet regarding implementation, student participation, etc. and how you will manage them.

Tier 3 Intervention Case Study (40 points)

The case study project is intended to give you practice designing an intervention to, hopefully, replace an undesired behavior. In pairs, students will be provided with a case study scenario. With this case study, students must identify the problem behavior and design an intervention to meet the needs of the student. <u>One case study report</u> will be written and submitted to the instructor on BeachBoard.

1. **<u>In pairs</u>**, choose one intervention that would address the target behavior described in the case study provided to you.
   a. Describe how the intervention fits the target behavior, and its "goodness of fit" in the classroom.
   b. Explain how you will implement the intervention (including skills student needs to be taught, teacher response to behavior, how intervention should be evaluated, and the potential long term success).
2. Find 3 articles (must be from peer reviewed journals) concerning your one intervention topic. All articles must be on the same intervention topic. Share articles with the instructor to get approval. (Approval is required and is part of the total grade).
3. Articles used to support the paper must be submitted (in original format) with the final draft of the paper. Points will be deducted if articles are not attached.
4. All papers must have a reference page completed in APA format.
5. Write a 4-5 page paper describing how the intervention you researched would benefit your particular case study. See BeachBoard for description and rubric.
6. The following documents must be attached: (points will be deducted if incomplete)
   a. Narrative
   b. Minimum of 3 empirically-based current articles (2005 - 2020), in their original & complete format, that are directly related to the intervention topic.
   c. Additional articles cited in the narrative.

Paper will be submitted on BeachBoard and shall not exceed 5 pages, double-spaced, 1-inch margin, with 12-point font.

Assignments and Grading

Grades will be calculated using a total point scale as follows:

Class Participation	40 points
Classroom Observation	40 points
IRIS Assignments (2 - 10 pts)	20 points
Intervention Case Study Tier 2	60 points
Online Activities	20 points
Case Study Tier 3	40 points
Total Points Possible	220 points

Grading Scale

90-100%	= A	mastery of the relevant course standards.
80-89%	= B	above average proficiency of the relevant course standards.
70-79%	= C	satisfactory proficiency of the relevant course standards.
60-69%	= D	partial proficiency of the relevant course standards.
Below 60%	= F	little or no proficiency of the relevant course standards.

Policy for Withdrawal
Refer to the current California State University, Long Beach Catalog of Undergraduate and Graduate Studies for more detailed guidelines.

Assistive Technology
In compliance with Policy Statement 08-11, Accessibility and Faculty Responsibility for the Selection of Instructional Materials, Instructors are required to make their course syllabi accessible to all students, including print and e-versions.

Selected Bibliography

Brown, D. (2003). Urban teachers' use of culturally responsive management strategies. *Theory into Practice*. Retrieved from http://www.findarticles.com/p/articles/mi_m0NQM/is_4_42/ai_111506823/print.

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Fenning, P., & Bohanon, H. (2006). Schoolwide discipline policies: An analysis of the discipline code of conduct. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice and contemporary issues* (pp. 1021–1040). Mahwah, NJ: Erlbaum.

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Horner, R.H., Sugai, G., Todd, A.W., & Lewis-Palmer, T. (2005). School-wide positive behavior support: An alternative approach to discipline in schools. In L. Bambara & L. Kern (Eds.), *Positive behavior support*. New York: Guilford Press.

Medical News Today. (2007, October 22). *ADHD: Excuse or misunderstood?* Retrieved from www.medicalnewstoday.com/articles/86222.php

- Rock, M. L. (2005). Use of strategic self-monitoring to enhance academic engagement, productivity, and accuracy of students with and without exceptionalities. *Journal of Positive Behavior Interventions, 7,* 3-17.

- Skiba, R., & Rausch, M. K. (2006). Zero tolerance, suspension, and expulsion; Questions of equity and effectiveness. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 1063–1092). Mahwah, NJ: Erlbaum.

Smith, B. J., & Fox, L. (2002). *Systems of Service Delivery: A Synthesis of Evidence Relevant to Young Children at Risk for or Who Have Challenging Behavior*. www.challengingbehavior.org

Soodak, L., (2003). Classroom Management is Inclusive Settings. *Theory into Practice*, *42*(4), 327-333.

Sugai, G., & Horner, R. H. (2002). Introduction to the special series on positive behavior support in schools. *Journal of Emotional and Behavioral Disorders*, *10*, 130–135.

Wood, L. (2006). IDEA 2004 and discipline: A beginner's guide. Retrieved from www.ldat.org/pdf/IDEA_2004_Discipline.pdf

Weinstein C., Tomlinson-Clarke S., & Curran M. (2004). Toward a Conception of Culturally Responsive Classroom Management. *Journal of Teacher Education*, *55*(1), 25-38.

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Syllabus Schedule

Session	Date	Topic	Assignment
1	1/23	Course Review Introductions ● Legal and Ethical Practices ● Principles of Positive Behavior Support ● School-wide PBS (Positive Behavior Support Teams)	Bambara, Janney & Snell, *Behavior Support*, Chapters 1 & 2
2	1/30	● School and Social Factors Influencing Students' Learning & Behavior ● Understanding Students' Basic Psychological Needs ● Establishing & Teaching Classroom Rules and Procedures ● The First Days	Evertson & Emmer, *Classroom Management*, Chapter 4 & Chapter 6 In class activity: Writing appropriate classroom goals (Checklist, p. 72; *Classroom Management*)
3	2/6	Methods for Preventing Challenging Behaviors: ● Setting up the Classroom Environment ● Building Relationships ● Understanding the Functions of Behavior ● ABC Data Collection	Evertson & Emmer, *Classroom Management*, Chapter. 2 (pp. 16-28), Chapter 3 Bambara, Janney, & Snell, *Behavior Support*, Chapter 1 (pp. 8-11), Chapter 3 (pp. 62-63) In class activity: ABC Data collection & Activity (IRIS Module)
4	2/13	Responding to Challenging Behaviors: ● Problem Solving in Context ● Behavior Assessment ● Behavior Interventions	**Classroom Observation Due** Evertson & Emmer, *Classroom Management*, Chapters 11 & 12 Bambara, Janney, & Snell, *Behavior Support*, Chapter 3
5	2/20	● Behavior Interventions	Evertson & Emmer, *Classroom Management*, Chapters 11 & 12 Bambara, Janney, & Snell, *Behavior Support*, Chapter 3
6	2/27	<mark>Independent Study: Online IRIS Module</mark> ● The Acting Out Cycle	**IRIS Module:** **Submit to BB by 1:00 pm on 3/5/20**
7	3/5	● Conducting an FBA ● Data Collection	Bambara, Janney & Snell, Chapter 4 & Chapter 5
8	3/12	<mark>Independent Study: Online IRIS Module</mark> ● Functional Behavioral Assessment	**IRIS Module:** **Submit to BB by 1:00 pm on 3/19/20**
9	3/19	● Generalization & Maintenance	Bambara, Janney & Snell, Chapter 3 (pp. 71-72) Evertson & Emmer, Chapter 9

10	3/26	No Class Meeting - LITTLE LAKE SPRING BREAK	**Discussion Board: Strategic Self-Monitoring** Rock, M. L. (2005). Use of strategic self-monitoring to enhance academic engagement, productivity, and accuracy of students with and without exceptionalities. *Journal of Positive Behavior Interventions, 7,* 3-17.
11	4/2	No Class Meeting - CSULB SPRING BREAK	
12	4/9	● Local, State and Federal mandates ● Review of Progress Monitoring	**Tier 3 Case Study Due on BB** In-class activity: District and state policies Jigsaw: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48900. https://www.aclunc.org/news/california-enacts-first-nation-law-eliminate-student-suspensions-minor-misbehavior
13	4/16	● Teaching Pro-Social and Adaptive Skills ● Peer Relationships & Friendships	**Online Activity: Social Skills Curriculum Review** Bambara, Janney, & Snell, Chapter 2 (pp. 32-38)
14	4/23	● Communication and Collaboration with Families and the IEP Team ● Writing and measuring IEP behavior goals	Evertson & Emmer, Chapter 10 **Online Activity: Writing SMART Behavior Goals**
15	4/30	**Tier 2 Case Study In-Class Work**	
16	5/7	No Class Meeting	**Tier 2 Case Study Due on BB**