



Advanced Studies in Education & Counseling

Vision:

Equity & Excellence in Education

Mission:

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

EDP 405-01 Positive Strategies for Classroom Management

Fall 2021

Department of Advanced Studies in Education and Counseling

Course Information

Instructor: Dr. Jolan Smith	Email: Jolan.Smith@csulb.edu
Office Hours Days/Times: Mondays & Wednesdays, 12:00pm-2:00pm (by appointment) https://calendly.com/jolan-smith/office-hours	Office Hours Zoom Link: https://csulb.zoom.us/my/jolan.smith
Class Days/Times: Wednesdays, 7:00-9:45pm	Class Zoom Link: https://csulb.zoom.us/j/83627378848

Catalog Course Description

This course will provide models and strategies of classroom management to promote student pro-social behaviors and academic growth and development, including information regarding school-wide models of positive behavior support and classroom interventions to support positive behaviors in both general and special education programs. Letter grade only (A-F).

Course Student Learning Outcomes and Goals

At the conclusion of this course, you 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 individuals 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 responsibilities of educators in dealing with behaviors that interfere with learning.

Required Texts/Course Materials:

Bambara, L.M., Janney, R. & Snell, M.E. (2015). *Behavior Support: Teachers' Guides to Inclusive Practices* (3rd ed.). Baltimore, MD: Brookes. ISBN 978-1-59857-886-7 (Paperback)

Additional required readings will be assigned and posted to BeachBoard.

Recommended (Not Required) Texts:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
ISBN 978-1-4338-3216-1 (Paperback)

Rhode, G., Jenson, W.R., Allen Williams, N. (2020). *The Tough Kid Book* (3rd ed.). Eugene, OR: Ancora.
ISBN 978-1-59909-108-2

Mode of Delivery and Technical Requirements

This course uses both synchronous online and asynchronous learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#). All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email me as soon as possible to let me know.

To access this course on [BeachBoard](#) and [Zoom](#), students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to [BeachBoard](#) with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first [install the latest version](#) of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the [Technology Help Desk](#). The university provides a variety of [technology resources](#) to students.

Course Communication and Zoom Etiquette

We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students. Students should also review the Office of Student Conduct and Ethical Development's [Zoom Etiquette for Students @ the Beach](#).

Students are strongly encouraged to contact the instructor with any course-related issues or questions you may have. Email is the most effective way of contacting the instructor. E-mail will generally be answered within 24 hours, Monday-Friday. Emails sent Friday after 3pm through Sunday will receive a response the following Monday; please plan accordingly. The instructor is also available for virtual office hours on Mondays and Wednesdays from 12:00-2:00pm. Office hour appointments are available in 20 minute-increments and can be scheduled using this link: <https://calendly.com/jolan-smith/office-hours>. You may refer to the first page for pertinent information and links for office hours.

Course Schedule

Week	Topics (SLO Number)	Readings & Assignments Due <u>BEFORE</u> Class (unless indicated otherwise)
1 8/25/21	- Overview of Course, Expectations & Assignments - Introductions - Activity: Reflections on Classroom Management	Add current photo to your BeachBoard profile
2 9/1/21	Introduction to Positive Behavior Support, School-wide Positive Behavior Support, MTSS and RTI (SLO # 2,7)	1. Read Ch. 1 (Bambara et al.) 2. Read What is MTSS? A Multi-Tiered System of Supports (pbisrewards.com)
3 9/8/21	- Ecological Model of Schools - Culturally Responsive & Sustaining Practices (CRP/CRSP) (SLO # 2,7)	1. Read Eccles & Roeser Chapter 2 2. Read Ladson-Billings (1995) 3. Selection of Tier 2 Case Study Scenario
4 9/15/21	Alternatives to Discipline, School-wide Positive Behavior Support (SWPBS) Approaches, Restorative Justice/Practices, Bully Interventions (SLO # 2,3,7)	1. Complete Quiz 1 by 7:00pm 2. Read Bambara Ch. 2 3. Disciplining Students with Disabilities (NASP) 4. Read Steinberg & Laco (2017) 5. Suspension Impact California 2018_R6.pdf (fixschooldiscipline.org)
5 9/22/21	Comprehensive Behavior Management Plans Organizing Your Classroom Creating Classroom Standards Daily Routines & Transitions Age/Grade and Disability Considerations (SLO # 1, 2)	1. Read Classroom Set Up Chapter 2. Read Bambara pages 49-57 3. Complete IRIS Module: Classroom Management (Part 1) – Learning the Components of a Comprehensive Behavior Management Plan

6 9/29/21	Strategies for Maintaining & Encouraging Behavior: High-P requests, Specific Praise, Tootling, Choice-Making, Effective Rules, Contingent Instructions, Criterion-Specific Rewards (SLO # 1, 2, 3, 6)	<ol style="list-style-type: none"> 1. Complete IRIS Module: IRIS Classroom Management (Part 2): Developing Your Own Comprehensive Behavior Management Plan (vanderbilt.edu) 2. Encouraging Appropriate Behavior Case Study 3. Read Bambara pages 57-72
7 10/6/21	Dealing with Challenging Behaviors – A-B-Cs of Behavior, Operational definition of behavior, Functions of behavior, the Crisis Cycle (SLO # 3, 5, 6)	<ol style="list-style-type: none"> 1. Complete Quiz 2 by 7:00pm 2. Read pages 73-91 (Bambara et al.) 3. IRIS Module: IRIS Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle (vanderbilt.edu)
8 10/13/21	Collecting behavioral data, Functional analysis, FBAs, Reinforcement principles (SLO # 3, 4, 6)	<ol style="list-style-type: none"> 1. Read pages 92-120 (Bambara et al.) 2. IRIS Module: IRIS Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan (vanderbilt.edu) 3. LAST DATE for ARTICLE CLEARANCE
9 10/20/21	Prevention (Antecedent) Interventions: Environmental Alterations, Curricular and Instructional Supports, Visual Supports, Scheduling Accommodations, Alteration of Setting Events	<ol style="list-style-type: none"> 1. Review pages 121-140 (Bambara et al.) 2. Classroom Observation Due
10 10/27/21	Group Projects - Teaching Replacement Behaviors in Elementary School: Social Skills, Functional Communication Training, Self-Management Strategies (SLO # 4, 5, 6)	<ol style="list-style-type: none"> 1. Upload presentation slides 2. Discussion Board post by 10/28 @ 7pm
11 11/3/21	Group Projects - Teaching Replacement Behaviors at the Secondary Level: Social Skills, Functional Communication Training, Self-Management Strategies (SLO # 4, 5, 6)	<ol style="list-style-type: none"> 1. Upload presentation slides 2. Discussion Board post by 10/28 @ 7pm
12 11/10/21	NO ZOOM CLASS – Work on Tier 2 Papers	<ol style="list-style-type: none"> 1. Complete Quiz 3 by 7:00pm 2. Submit Outline with APA citations
13 11/17/21	Responding Strategies/Response Interventions, Writing the Behavior Intervention Plan	<ol style="list-style-type: none"> 1. Read pages 140-157 2. IRIS Module: IRIS Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Interventions (vanderbilt.edu)
14 11/24/21	FALL BREAK – NO CLASS	
15 12/1/21	Collaboration with Families, Zero Tolerance Policies, Trauma-Informed Care	<ol style="list-style-type: none"> 1. Tier 2 Papers Due 2. Read Zero Tolerance (Daly 2016) 3. Fix School Discipline Toolkit for Educators (joomag.com)
16 12/8/21	Review of Course Concepts	<ol style="list-style-type: none"> 1. Read Cramer & Bennet (2015) 2. Read Hambacher (2018)

Finals Week	FINAL QUIZ – 12/15 @ 7:15-9:15 PM
------------------------	--

Course Evaluation Components and Grading

Evaluation Components

I. Classroom Observation (45 points; 20% of grade) – Due October 20th; (SLO 2,7)

Students will watch two videos on *Caring and Control Create a Safe, Positive Classroom* (14:05) found here: <https://learn.teachingchannel.com/video/create-a-safe-classroom> and *Classroom Management During Centers* (13:05) found here: <https://learn.teachingchannel.com/video/classroom-management-during-centers>.

Using the videos, students will prepare a written report answering the following questions:

1. Describe the classrooms and students in the video. What types of classes are presented (e.g., general education or special education)? Include information re: the approximate number of children, ages/grade, gender, ethnicity, etc. Describe the teachers. (5 points)
2. Describe what you observed. Include information about the content/activity/lesson observed and how the teachers met their students' needs. In what ways can the teachers improve their lessons to ensure students are learning? (10 points)
3. Reflect or analyze on specific classroom management issues. Be sure to discuss each of the following in separately headed sections: Transition, Organization, Time Management, Reinforcement, Classroom Management System. (10 points)
4. Discuss how these video experiences build upon or connect to the content of EDP 405. Be specific providing examples from 405 (class readings, IRIS, and lectures) and how it connects to what you observed in the videos. You must use references in APA format, and no direct quotations are allowed. You must paraphrase and summarize readings and literature in preparation for your final paper for this course. (15 points)
5. Writing Style. Be sure to check your paper for the following: grammar, clarity of thought, organization (use headings), people-first language, respects confidentiality. (5 points)

The emphasis of the observation is to reflect upon the specific classroom management activities in the videos and to note comments.

II. Classroom Management Group Presentation (60 points; 20% of grade) – Due October 27th; Presentations on October 27th or November 3rd; (SLO 1)

In groups of 4-5, students will sign up for one of the given topics on a Classroom Management system and give a **20-25-minute** oral presentation/demonstration to the class on the assigned date. The presentation should include: a brief description/background of classroom management system, goals of the system, how to teach students the system, materials needed to implement the system, and considerations for implementing at various grade levels and with certain populations (e.g., special needs). The group must prepare visuals (e.g., PowerPoint, Google Slides, etc.) for the presentation that outlines the key elements of the system, and each

group is required to do a brief demonstration of the system. **Note:** No written paper is required for this assignment, but the slides must be uploaded to Dropbox prior to class on March 18th. See BeachBoard for scoring rubric and further description.

This assignment is a group grade. Participants in each group will work collaboratively to complete the project and presentation by the assigned due date, and all group members will receive the same grade.

Classroom Management System	
1. Restorative Practices	4. Social Skills Training
2. Token Economy	5. Functional Communication Training
3. Class Meetings	6. Self-Monitoring

III. Tier 2 Intervention Case Study (120 points; 20% of grade) – Due December 1st; (SLO 3,4,5,6)

The case study project is intended to give you practice selecting and implementing an intervention that is designed to replace an undesired behavior. You will be provided with a case study scenario where you must identify the problem behavior and design an intervention to meet the needs of the student that will result in replacement of the undesired behavior. You will be guided through the project, submitting portions of the final project throughout the semester that will contribute to your overall score.

Tier 2 Project Timeline (120 points):

1. (0 points) Selection of case study – Week 3
2. (20 points) Completion of IRIS Modules on EBP selection, implementation, and evaluation – self-paced but must be completed by Week 5/6
3. Selection of Tier 2 EBP – Week 5-8
4. (10 points) Submit 3 peer-reviewed articles on your EBP – (Week 8)
5. (10 points) Write paper outline with citations – (Week 12)
6. (80 points) Final paper submitted - (Week 15)

Project Description:

1. Choose one intervention that would address the target behavior described in the case study.
 - 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 2-3 articles (**must be from peer reviewed journals**) concerning your one intervention topic. All articles must be on the same intervention topic.
3. Articles used to support the paper must be submitted to Dropbox (in original format) with the final draft of the paper. Points will be deducted if articles are not attached.
4. All papers must include headings/subheadings and have a reference page completed in APA format. References may include more than the required 2-3 peer-reviewed articles.

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 2-3 empirically-based articles, in their original & complete format, that are directly related to the intervention topic.

c. Additional articles cited in the narrative.

d. Rubric for scoring

REMINDER: This assignment is subject to a 5-point deduction if the rubric is not attached and uploaded to Dropbox. The instructor also reserves the right to deduct up to 5 points for language, spelling, organization, APA citation errors, and/or grammar errors that interfere with reading.

IV. Quizzes (4 total; 15% of grade); (SLO# 2,4,5,7)

Throughout the semester, students will take four (4) quizzes on course content. The quizzes will be administered online using BeachBoard and will consist of multiple choice, true/false, and/or short answer questions.

V. IRIS Modules (5 total; 20% of grade) – Due Weeks 6,7,8; (SLO # 1,3,6,7)

Students will complete five (5) IRIS modules throughout the semester. These modules provide in-depth information, activities, and practice with developing a classroom management plan, selecting a tier 2 intervention, and implementing an intervention with fidelity. All IRIS modules will support students in the completion of other major course evaluation assignments (i.e., Classroom Observation and Tier 2 Intervention Case Studies). Students will complete and submit the Assessment questions found at the end of each module for evaluation. (An additional 3 IRIS modules are included in the Tier 2 project. These modules count separately under the Tier 2 project.)

VI. Discussion Board (5% of grade); (SLO #1,2,6,7)

Students will be required to participate in discussion boards to connect to classmates, reflect on current practice in schools, and delve deeper into research on best practices in inclusive, equitable education. All posts must be original. Occasionally, you will be required to respond to others' posts. Even when you are not required to respond, you are encouraged to engage with your classmates in respectful exchange of experiences and ideas. Requirements (e.g., responses, due dates) for each discussion board will be available in the Weekly Content on BeachBoard and on the Discussion Board.

Course Grading

Total points earned for participation, class activities, assignments, and quizzes will be calculated and divided by the total points possible with the course grade based on the following scale:

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight

Evaluation Component	Weight
I. Classroom Observation	20%
II. Classroom Management Group Presentation	20%
III. Tier 2 Case Study	20%
IV. Quizzes (4 total)	15%
V. IRIS Modules (5 total)	20%
VI. Discussion Board	5%
Total	100%

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 10% of your grade and will be monitored through entries in the online Discussion Board via BeachBoard, and through completion of IRIS modules/Zoom breakout activities. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Late Work/Make-up Policy

It is expected that all assigned work be completed and submitted to Dropbox by the published due dates. In cases where the student knows in advance that a deadline cannot be met, it is the student's responsibility to communicate with the instructor prior to the actual due date. Points will be deducted for assignments turned in late: 1 point per day, including weekends and holidays. Assignments submitted after the published deadline date will be considered late. **Assignments more than 7 days late will NOT be accepted.** If a student is experiencing personal or academic difficulty completing the requirements of the course, it is the student's responsibility to reach out to the instructor and communicate concerns.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on [Cheating and Plagiarism](#) that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see [Grades](#)). Application for withdrawal from CSULB or from a class must be filed by the student [online](#), whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on [Dropping and Withdrawal](#) for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.
2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.

Additional Information

Sexual Assault, Rape, Dating/Domestic Violence and Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help. Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can provide **free** and **confidential** support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Student Support Services

The Division of Student Affairs curates a full list of student support services on the [Programs and Services](#) website. Students are encouraged to reach out for support or to get involved in student programming.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the [Basic Needs Program](#). Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations arise that necessitate doing so.