



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.

UDCP 401: Positive Behavior Supports

Fall 2022

Special Education Credential Program

Dept. of Advanced Studies in Education & Counseling

Course Information

Instructor: Kelli Sanderson, Ph.D.	Email: Kelli.Sanderson@csulb.edu
Class Days/Times	Office Hours

Catalog Course Description

Prerequisite: Admission to Urban Dual Credential Program (UDCP) or Education Specialist Credential Program (ESCP). 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).

Course Student Learning Outcomes and Goals

1. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families, taking student and family cultural and linguistic backgrounds into account (CTC TPE U2.6)
2. Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student’s chronological age, developmental levels, and disability-specific needs, including community-based instructional environments. (MM 2.9, ESN 2.12)
3. Create learning environments that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive (CTC ESN/MM TPE U2.2)
4. Demonstrate the ability to identify if a student’s behavior is a manifestation of his or her disability and develop culturally responsive positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues (CTC ESN TPE EX2.9/ MM2.6)
5. Demonstrate knowledge of the communicative intent of students’ behavior as well as the ability to help

students develop positive communication skills and systems to replace negative behavior (CTC ESN TPE EX2.8/MM2.5)

6. Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with disabilities with the understanding that behaviors are communicative and serve a function (CTC ESN TPE EX4.1/ MM4.3)
7. Identify and utilize evidence-based practices that meet the diverse learning characteristics of students with disabilities across an array of environments and activities (CTC ESN TPE EX3.2)
8. Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs (CTC ESN TPE EX2.13/MM2.10)

Teacher Performance Expectations (TPEs) Addressed in UDCP 401	Introduced (I), Practiced (P), Assessed (A)
U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.	I
U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress	I,P,A
U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.	I, P
U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	I,P
U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.	I, P
U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.	I,P
ESN2.8 /MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.	I,P,A
ESN2.9/ MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.	I,P, A
ESN2.10/ MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs. (U2.4)	I, P
ESN2.12/ MM 2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.	I,P,A
ESN2.13/ MM 2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs. (U2.6)	I,P,A
ESN3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.	I,P
ESN4.1/ MM 4.3 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.	I,P, A

U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.	I
U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.	I
ESN6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.	I

Required Texts/Course Materials:

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

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

Mode of Delivery and Technical Requirements

This course is hybrid in design, involving both in-person instruction and online learning. Students will access the course material and activities on [BeachBoard](#) and are required to participate in synchronous class meetings via [Zoom](#) [or in person, as applicable]. 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 online class meetings.

Students who experience unexpected technical issues for an online class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous online 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

BeachBoard will be used 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](#).

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 that arise that necessitate doing so.

Course Schedule

TPES that are **Introduced** or **Practiced** are listed on the Course Schedule. TPEs that are **Assessed** are listed under Course Evaluation Components and Grading.

Week	Topics	Readings	Assignments/Activities
1	Course Review Introductions <ul style="list-style-type: none"> • Legal and Ethical Practices • Principles of Positive Behavior Support (U2.2 I) • School-wide PBS (Positive Behavior Support Teams) (U2.2 I) 	Bambara et al. (2015) Chapters 1 & 2	
2	<ul style="list-style-type: none"> • School and Social Factors Influencing Students' Learning & Behavior (U1.1 I) • Understanding educator bias (U6.2 I) • Understanding Students' Basic Psychological Needs (U1.1 I) • Establishing & Teaching Classroom Rules and Procedures (U2.3 I, U2.6 I, ESN2.12/ MM 2.9 I) 	Evertson & Emmer (2017) Chapters 4 & 6	<u>Activity</u> : Appropriate classroom goals (Checklist, p. 72; Classroom Management; U2.3 P; ESN2.12/ MM 2.9 P)
3	Methods for Preventing Challenging Behaviors: <ul style="list-style-type: none"> • Implementing and maintaining a Culturally Responsive Classroom Environment (U2.2 I, U6.5 I) • Building Relationships (U2.1 I, U2.2 I) • Conflict resolution and Restorative justice (U2.1 I) 	Evertson & Emmer (2017) Chapter 2 (pp. 16-28), Chapter 3 Bambara et al. (2015) Chapter 1 (pp. 8-11), Chapter 3 (pp. 62-63)	Online Activity due: Designing a culturally responsive classroom environment: reflecting diversity and communicating high expectations (U2.1 P; U2.2 P)

4	<ul style="list-style-type: none"> Understanding the Functions of Behavior (ESN2.8 /MM2.5 I; ESN2.9 /MM2.6 I) ABC Data Collection <p>Responding to Challenging Behaviors (ESN4.1 /MM4.3 I):</p> <ul style="list-style-type: none"> Problem Solving in Context Behavior Assessment 	<p>Evertson & Emmer (2017) Chapters 11 & 12</p> <p>Bambara et al. (2017) Chapter 3</p>	<p>Classroom Observation Due</p> <p>Activity: ABC Data collection (ESN2.9/MM2.6 P; ESN2.12/MM 2.9 P; ESN4.1/MM 4.3 P)</p>
5	<p>Behavior Interventions (ESN2.9/MM2.6 I, ESN2.12/MM 2.9 I)</p>	<p>Evertson & Emmer, (2017) Chapters 11 & 12</p> <p>Bambara et al. (2015) Chapter 3</p>	<p>Online Activity due: Selecting appropriate interventions (ESN2.12/MM 2.9 P)</p>
6	<p>The Acting Out Cycle & Behavioral Interventions (ESN2.8 /MM2.5 I, ESN2.9/MM2.6 I)</p>		<p>IRIS Module 1 due (U2.6P; ESN2.8 /MM2.5 P; ESN2.9/MM2.6 P)</p>
7	<ul style="list-style-type: none"> Conducting a Functional Behavioral Assessment (FBA; ESN2.13/MM 2.10 I) Data Collection 	<p>Bambara et al (2015) Chapters 4 & 5</p>	<p>IRIS Module 2 due (ESN2.12/MM 2.9 P; ESN2.13/MM 2.10 P; ESN4.1/MM 4.3 P)</p>
8	<p>Identifying and implementing evidence-based practices (EBPs; ESN 3.2 I)</p>		<p>Activity: Selecting EBPs (ESN 3.2P)</p>
9	<p>Designing, implementing, and monitoring culturally responsive behavior plans in collaboration with stakeholders (ESN2.10/MM2.7 I, ESN 6.1 I)</p>		<p>Online Activity due: Using technology to communicate expectations and progress to families (U1.2 P)</p>
10	<p>Generalization & Maintenance</p>	<p>Bambara et al (2015) Chapter 3 (pp. 71-72)</p> <p>Evertson & Emmer (2017) Chapter 9</p> <p>Rock (2005)</p>	<p>Activity: Strategic Self-Monitoring (ESN2.10/MM2.7 P)</p>
11	<p>No Class Meeting – SPRING BREAK</p>		
12	<ul style="list-style-type: none"> Local, State and Federal mandates (U6.5 I) Review of Progress Monitoring 	<p>https://www.aclunc.org/new/california-enacts-fir-st-nation-law-eliminate-student-suspensions-minor-misbehavior</p>	<p>Tier 3 Case Study Due</p> <p>Activity: District and state policies Jigsaw: http://leginfo.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=48900.</p>

13	<ul style="list-style-type: none"> Teaching Pro-Social and Adaptive Skills Peer Relationships & Friendships 	Bambara et al (2015) Chapter 2 (pp. 32-38)	Online Activity due: Social Skills Curriculum Review (ESN2.13/MM 2.10 P)
14	<ul style="list-style-type: none"> Communication and Collaboration with Families and the IEP Team (U1.2I, ESN 6.1 I) Writing and measuring IEP behavior goals (U6.5 I) 	Evertson & Emmer (2017) Chapter 10	Activity: Writing SMART Behavior Goals (U1.2 P)
15	Tier 2 Case Study In-Class Work		
16	Tier 2 Case Study Presentations		Tier 2 Case Study Due

Course Evaluation Components and Grading

Evaluation Components

Participation

Points: 40

Due: ongoing

TPEs: n/a

Students are expected to actively participate in class discussions and collaboratively engage with each other. Participation points will be assigned for successful completion of activities during synchronous meetings. Participation points cannot be made-up (unless in the case of an excused absence). For synchronous meetings, it is expected that students will have read the assigned readings and are prepared to make thoughtful contributions to class discussions and activities. Points may be deducted for instances of unprofessional behavior, including but not limited to failure to participate in class discussions and activities and/or disrespectful comments to their classmates or professor.

Students are also required to actively participate on the course discussion board. Students must respond to the posted prompt in at least 1 paragraph (minimum of 5 sentences). **The response should show evidence of reading the assigned materials, connecting the material to real-life experiences (when applicable), and include at least one reference in APA format (can be an assigned reading).** Students must also **thoughtfully respond to at least one classmate's post**. Thoughtful responses may include answering a question posed in your classmate's post, sharing a similar story/experience, explaining why you agree or disagree with their post, etc. ("Nice post" is not a thoughtful response) Points will be deducted for occurrences of unprofessional behavior (e.g., rude or demeaning comments, multiple requests for extensions on assignments, failure to participate in discussions, activities, and/or projects).

Classroom Observation Assignment

40 points

Due: Week 4

TPEs (A): ESN 2.12/MM2.9

Each student has the responsibility to set up a 5-hour observation of a general education and a 5-hour special education classroom. The emphasis of the observations is to reflect upon the specific classroom management activities in the observed classroom and to note concerns, if any. Students must submit a signed observation description form from each setting, along with a completed observation checklist and a brief narrative responding to a series of instructor- developed questions concerning classroom management systems, positive behavior supports, and culturally responsive practices.

IRIS Module 1: Addressing Noncompliant Behaviors

Points: 10

Due: Week 6

TPEs (P): U2.6;

ESN2.8 /MM2.5; ESN2.9/ MM2.6

Students will independently complete relevant online modules created by the IRIS Center and answer a set of related comprehension questions. The first modules are *Addressing Noncompliant Behaviors* (Parts 1 and 2).

Part 1, *Understanding the Acting Out Cycle*, “discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases (est. completion time: 1 hour)” (IRIS Center, 2020). Part 2, *Behavioral Interventions*, describes interventions that can increase initial compliance to teacher requests as well as interventions that can be implemented to decrease disruptive and noncompliant behaviors (est. completion time: 1 hour)” (IRIS Center, 2020).

IRIS Module 2: Functional Behavioral Assessment Points: 10 Due: Week 7 TPEs (P): ESN2.12/ MM 2.9; ESN2.13/ MM 2.10; ESN4.1/ MM 4.3

The second module is *Functional Behavioral Assessment (FBA): Identifying Reasons for Problem Behavior and Developing a Behavior Plan*. “This module explores the basic principles of behavior and the importance of discovering the reasons that students engage in problem behavior. The steps to conducting a functional behavioral assessment and developing a behavior plan are also described (est. completion time: 2 hours)” (The IRIS Center, 2020). <https://iris.peabody.vanderbilt.edu/module/fba/>

Tier 2 Behavior Intervention Project Points: 60 Due: Week 16 TPEs (A): U1.2; ESN2.9/ MM2.6 ; ESN2.12/ MM 2.9; ESN4.1/ MM 4.3

Students will identify and work with a small group of 2-5 students in a diverse, urban setting who are engaging in problem behavior in the classroom setting over four weeks. With this project, students must identify the challenging behavior and design and implement a Tier 2 intervention to meet the needs of the students. The objective of this project is to decrease the challenging behavior and increase the prevalence of a desired behavior. The signature assignment will be completed in 3 parts.

Part 1

1. Observe classroom in a diverse, urban setting (inclusive general education classroom or special education classroom)
2. Teacher interview
3. Identify target students
4. Obtain parental consent (submit with report)
5. Define target behavior
6. Collect baseline data during observations (minimum 3 data points)
7. Choose one evidence-based intervention that will address the target behavior
8. Write a report that includes the following information:
 1. **Description of Classroom and Target Students**
 - a. Overview of classroom
 - i. Classroom setting (type of setting; number of teachers, aides, students)
 - ii. Description of classroom management system in use (based on observations and teacher interview)
 - b. Overview of target students
 - i. Demographics (race, ethnicity, gender, age, disability)
 - ii. Additional relevant information (e.g., attendance, discipline, health, related services, etc.)
 2. **Target Behavior**
 - i. Operationally define the target (problem) behavior
 - ii. How is this behavior impeding student learning, the learning of other students, and/or teacher instruction
 - iii. How long have students been engaging in behavior (from teacher interview)
 - iv. Baseline data (describe and graph)

1. Visual display of baseline problem behavior data displayed on a graph with an intervention goal, aim line, and appropriately labeled axes and graph

3. Tier 2 Intervention

- i. Describe why intervention was selected (literature review)
1. Literature review must include a minimum of 3 articles from peer reviewed journals concerning the selected intervention. All articles must be on the same intervention topic.
- ii. Intervention implementation (how often will intervention be implemented? In what setting? With whom? How will you measure implementation fidelity?)
- iii. Describe how intervention is culturally responsive
- iv. How will progress be monitored (include progress-monitoring plan and sample data collection sheet)

Part 2

1. Implement intervention
2. Monitor progress over 4-6 weeks (graph data)
3. Write part 2 of the report (building on part 1) that contains the following information:
 1. **Progress-Monitoring**
 - i. Visual display of behavior data following the implementation of the intervention, including: intervention data displayed on a graph with appropriately labeled axes and graph;
 - i. Description of student progress (must describe each student's individual progress)
 2. **Challenges**
 - i. Challenges regarding implementation or student participation, etc., you encountered and how you overcame them
 3. **Conclusion**
 - v. Articulate criteria by which the procedure will be faded or phased-out, or less intense/frequent behavioral intervention schedules or techniques will be used;
 - vi. Recommendations for future accommodations or interventions, including suggestions for long-term results (i.e., generalizability and fading)

Part 3: Tier 2 Intervention Presentation

Students will give a 10-15-minute oral presentation/demonstration to the class on the assigned date. The presentation will describe the elements of part 1 and 2 of their report. Integration of technology into the presentation of the assignment is required. Presentation will include a written product (brochure/handout) given to colleagues, with references cited in APA format. The handout should include: description/background of tier 2 intervention, goals of the intervention, skills and knowledge needed to implement in a classroom/small group setting, target population, and materials needed to implement the system.

Online Activities **Points: 20** **Due: Week 3, 5, 9, 13** **TPEs (P): U1.2, U2.1, U2.2, ESN2.12/ MM 2.9; ESN2.13/ MM 2.10**

Throughout the semester, students will complete four (4) online assignments. Assignments will be related to course material and serve as a way to check for understanding and reinforce course concepts. Additional details will be posted on BeachBoard.

ESCP candidates will be provided with a case study scenario. The case study project is intended to give practice designing an individualized Tier 3 behavior intervention to replace an undesired behavior. The case study report will be written and submitted to the instructor.

Case Study: Problem Identification, Problem Analysis, Plan Development, Assessment Methodology, and Cultural Competence-Assessment

Directions for Case Study:

1. Choose one intervention that would address the target behavior described in the case study.
2. Find 3 articles (must be from peer reviewed journals) concerning your intervention. All articles must be on the same intervention topic.
3. Submit articles used to support the paper (in original format) with the final draft of the paper.
4. Write a 5-6 page report describing how the intervention you researched would benefit your case study student. The report will consist of three sections:

1. Student Summary

- a. Overview of student
 - i. Demographics (race, ethnicity, gender, age)
 - ii. Classroom setting (type of setting; number of teachers, aides, students)
 - iii. Additional relevant information (e.g., cumulative file, attendance, discipline, health, related services, etc.)
 - b. Review history of the behavior to determine effectiveness of previously used behavioral interventions
- 2. A Succinct Summary of the Functional Behavior Analysis (FBA) Process, including:**
- a. A description of the nature, severity, and rate of the target behavior in objective and measurable terms (i.e., operational definition)
 - b. Antecedent-Behavior- Consequence (ABC) data (determined from case study materials), including:
 - i. Immediate antecedent events and consequences associated with each targeted problem behavior to determine the function of the behavior;
 - ii. An analysis of the antecedents and consequences that maintain the targeted (problem) behavior;
 - c. Ecological analysis of the setting(s) in which the behavior occurs most frequently.
 - i. *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.*
 - d. Visual display of baseline problem behavior data, including:
 - ii. Baseline data, from case study, displayed on a graph with an intervention goal, aim line, and appropriately labeled axes and graph;
 - e. Description of a replacement behavior (serves the same function) or an alternative behavior

3. A Detailed Description of the Behavior Intervention to be Used and the Circumstances for Use, including:

- a. Intervention based on the FBA data and intervention research;
- b. How intervention matches student’s cultural values
- c. How intervention integrity will be monitored;
- d. Anticipated challenges regarding implementation, student participation, etc. and how you will manage them
- e. Specific criteria for discontinuing the use of the intervention for lack of effectiveness or replacing it with an identified and specified alternative intervention;
- f. Articulate criteria by which the procedure will be faded or phased-out, or less intense/frequent behavioral intervention schedules or techniques will be used; Recommendations for future accommodations or interventions, including suggestions for long-term results (i.e., generalizability and fading)

Course Grading

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

Assignment	Possible Points
Participation	40
Classroom Observation Assignment	40
IRIS Modules (2 @ 10 pts/each)	20
Tier 2 Behavior Intervention Project	60
Online Activities (4 @ 5 pts/each)	20
Tier 3 Intervention Case Study Report	40
Total Possible Points	220

Grading Scale

Letter Grade	Points	Percentage
A	198-220	90-100%
B	176-197	80-89%
C	154-175	70-79%
D	132- 174	60-69%
F	0-131	59% and below

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 18% of your grade (40 points) and will be monitored both through attendance and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Behavior Expectations

It is expected that all students will engage in respectful and professional interactions at all times and with all participants, including fellow EDSP 401 students, the instructor, guest speakers, students, family members,

teachers, and other personnel students might interact with in the context of this course. This includes using respectful, **person-first language** in describing, referring to, and interacting with all individuals, as well as maintaining the confidentiality of students and families at all times by withholding identifying information in both oral and written references.

Written Assignments

All written assignments must be double-spaced with 1" margins and use Times New Roman 12-point font. Assignments should follow APA 7th edition formatting and be proofread for spelling and grammar errors. Failure to adhere to these protocols will result in a loss of points.

Late Work/Make-up Policy

It is expected that students will submit their work on-time. Points will be deducted for each assignment turned in later than the scheduled due date (1 point per day including weekends and holidays). Late assignments may be submitted only up to one week after the original date due unless previous arrangements were made with the instructor. *Students in this course must be proactive and contact me if they anticipate absences/missed work or if they are falling behind.*

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.

Bibliography

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