

# Positive Behavior Support

## EDSE 279

Fall 2026 Section 01 Hybrid 3 Unit(s) 08/19/2026 to 12/07/2026 Modified 08/13/2026

### Contact Information

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**Instructor:** Laurie Fiatal

**Email:** laurie.fiatal@sjsu.edu

**Office Hours:** on request

**Class Days/Times:**

Wednesdays 7:00-9:45PM on these dates:

8/26, 9/9, 9/23, 10/7, 10/21, 11/4, 11/18, 12/2

**Classroom:** SH 230

### Course Description and Requisites

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Examination and application of various approaches and strategies for promoting positive social, emotional, and academic learning experiences for students with and without disabilities. Effective class-wide and individual strategies for students, including the assessment of behaviors, design of formal and informal positive behavior support plans, and the implementation and evaluation of such plans.

**Prerequisite(s):** Department consent.

Letter Graded

### Program Information

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#### **LCOE Department of Special Education Mission**

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black,

Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\), \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\).](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Goals

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This course is intended to assist students to meet the competencies specified in the CCTC Teacher Performance Expectations (TPEs) related to supporting positive behavior and classroom management for as specified for the following credentials:

Universal: 1.1 (P), 2.1 (P), 2.3(A), 2.6 (I,P), 6.2(P)

Mild Moderate Support Needs (MM): 1.7(A), 2.5(P), 2.6(A), 2.7(I,P), 4.3(A)

Extensive Support Needs (ESN): 1.4(P/A), 2.8(P), 2.9(P), 2.13(P), and

4.1(P/A) Early Childhood Special Education (ECSE): 1.6(P), 2.4(P), 4.7(P)

Additionally, this course addresses the following program learning outcomes (PLOs):

PLO #1: Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.

PLO #4: Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.

## Course Learning Outcomes (CLOs)

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In order to address the TPEs and PLOs describe above, the course will address the following course learning outcomes:

1. Design learning environments that promote positive social-emotional and academic learning experiences for all students receiving general and special education, including emergent bilinguals (aka, English learners) and students in diverse socioeconomic environments.
2. Conduct a functional behavioral assessment (FBA) for a student who demonstrates challenging behaviors in a classroom.
3. Develop a positive behavioral intervention support (PBIS) plan with an educational team.
4. Demonstrate knowledge about strategies for increasing appropriate behaviors and decreasing inappropriate behaviors; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
5. Demonstrate knowledge about various models and strategies for classroom management in general; critically evaluate their effectiveness and pitfalls; select appropriate, evidence-based strategies; and implement selected strategies in such a way to maximize their effectiveness in order to enhance the quality of students' schooling and lives.
6. Plan strategies for addressing social emotional needs of students and for building social relationships among students.
7. Demonstrate knowledge about federal and state laws governing interventions for students who demonstrate challenging behaviors.
8. Identify the components and legal guidelines for the use of emergency procedures for students who demonstrate dangerous behavior.

## Course Materials

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Required Text All - Purchase / Rent Now

Scheuermann, B., Billingsley, G., & Hall, J. (2022). Positive Behavioral Supports for the Classroom (4th ed.). Pearson.

Pearson e-text preferred

Wait to Purchase This

Mild/Moderate or Extensive Support Needs Credential Program:

Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., & Strain, P. S. (2019). Prevent-teach-reinforce: The school-based model of individualized positive behavior support (2nd ed.). Brookes Publishing.

Early Childhood Special Education Credential Program:

Dunlap, G., Wilson, K., Strain, P., & Lee, J. K. (2013). Prevent-teach-reinforce for young children: The early childhood model of individualized positive behavior support. Brookes Publishing.

# Course Requirements and Assignments

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## Course Assignments:

**Online Assignments** (12x10) 120 points Students will complete online activities in CANVAS during both instructional and asynchronous instruction weeks.

**In-Class Participation** (8 x 10) 80 points

Students will complete activities during each in-person session. Students must be present in class to complete and get credit for these assignments.

**Classroom Instructional Plan** 50 points

Students will review three UDL Lesson plans and describe the high-leverage teaching practices they are using and how those choices will have a positive impact on student learning and behavior.

**Classroom Management Plan** 50 points

Students will develop a classroom management plan that includes a daily schedule, a set of classroom expectations, procedures for three classroom routines, a plan for teaching expectations and procedures, and a classroom layout that supports predictable routines.

**FBA Assignment** 50 points

Students will work collaboratively to develop a Functional Behavioral Assessment and a Behavior Intervention Plan to address a challenging behavior. The FBA Assignment will include analyzing student data, developing a hypothesis for the function of the behavior, and a behavior intervention plan with a plan for monitoring the data.

## Grading Information

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The Department of Special Education and California Commission on Teacher Credentialing (CCTC) require that students complete all credential coursework with a grade of B or higher.

Late work is accepted only with advance notice. I understand that things may happen and you may need to submit an assignment after it's due date, but you must email me in advance.

Without advance notice, the following will apply:

0-24 hours late, 10% grade reduction

25-48 hours late, 20% grade reduction

48+ hours late, grade of 0

# Criteria

| Assignment                     | Points | Percent of Grade | CLOs and TPEs Addressed                                                                                                                                             |
|--------------------------------|--------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online Activities              | 120    | 35               | CLO1-6<br><br>U 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 6.2<br><br>MMSN 1.7, 2.5, 2.6, 2.7, 2.10, 4.3<br><br>ESN 1.4, 2.3, 2.8, 2.9, 2.13, 4.1<br><br>EDSE 1.6, 2.4, 4.7 |
| Participation                  | 80     | 23               | CLO1-6<br><br>U 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 6.2<br><br>MMSN 1.7, 2.5, 2.6, 2.7, 2.10, 4.3<br><br>ESN 1.4, 2.3, 2.8, 2.9, 2.13, 4.1<br><br>EDSE 1.6, 2.4, 4.7 |
| Classroom Instructional Plan   | 50     | 14               | CLO 1,4,5,6<br><br>U 1.4, 2.3, 2.6, 6.1,6.2<br><br>ECSE 4.7                                                                                                         |
| Classroom Management Plan      | 50     | 14               | CLO 1,4,5,6<br><br>U 2.1, 2.3, 2.6, 6.2<br><br>ECSE 4.7                                                                                                             |
| Functional Behavior Assessment | 50     | 14               | CLO 1-8<br><br>U 1.1, 2.1, 6.2<br><br>MMSN 1.7, 2.5, 2.6, 4.3<br><br>ESN 1.4, 2.8, 2.9, 2.13, 4.1<br><br>ECSE 1.6, 4.7                                              |
| Total                          | 350    | 100%             |                                                                                                                                                                     |

# University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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| Date        | Location            | Topics                                                                                                                                                                                                                                                               | Readings  | Assignments                                                                                                                                                                                                                                                                       |
|-------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| August 19   | asynchronous online | Introduction to Behavior Management and Positive Behavior Interventions and Supports                                                                                                                                                                                 | Chapter 1 | <a href="#">Classroom Behavior Management IRIS Module ()</a> .                                                                                                                                                                                                                    |
| August 26   | on campus           | Introductions<br><br>Introduction to Behavior Management and Positive Behavior Interventions and Supports<br><br>Syllabus Overview<br><br>Multi-Tiered System of Supports (MTSS)<br><br>Positive Behavior Intervention and Supports (PBIS)<br><br>Universal Supports | Chapter 2 | Class Participation 1<br><br>Introduction to Behavior Management and PBIS online discussion                                                                                                                                                                                       |
| September 2 | asynchronous online | Trauma Informed Practices                                                                                                                                                                                                                                            | Chapter 3 | <a href="https://training.childmind.org/courses/trauma-sensitive-classrooms/">Creating Trauma Sensitive Classrooms</a> ( <a href="https://training.childmind.org/courses/trauma-sensitive-classrooms/">https://training.childmind.org/courses/trauma-sensitive-classrooms/</a> ). |

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| September 9  | on campus           | <p>Classroom Management</p> <p>Preventing Challenging Behavior Through:</p> <ul style="list-style-type: none"> <li>• Schedule</li> <li>• Expectations</li> <li>• Procedures</li> <li>• Classroom Organization</li> <li>• Climate</li> </ul> <p>Preventing Challenging Behavior Through School-wide Positive Behavior Interventions and Supports</p> | Chapter 4 | <p>Class Participation 2</p> <p>Communicating with Paraprofessionals Discussion Post</p>                                                               |
| September 16 | asynchronous online | <p>Preventing Challenging Behavior Through:</p> <ul style="list-style-type: none"> <li>• Schedule</li> <li>• Expectations</li> <li>• Procedures</li> <li>• Classroom Organization</li> <li>• Climate</li> </ul>                                                                                                                                     | Chapter 5 | Building a Positive Classroom Environment                                                                                                              |
| September 23 | on campus           | Preventing Challenging Behavior Through High-Quality Instruction                                                                                                                                                                                                                                                                                    | Chapter 6 | <p>Class Participation 3</p> <p>Classroom Schedules Discussion Post</p>                                                                                |
| September 30 | asynchronous online | Preventing Challenging Behaviors Through Behavioral Monitoring                                                                                                                                                                                                                                                                                      | Chapter 7 | <p><a href="https://iris.peabody.vanderbilt.edu/module/bp/">Behavioral Principles IRIS Module (https://iris.peabody.vanderbilt.edu/module/bp/)</a></p> |

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| October 7  | on campus           | Preventing Challenging Behavior Through Behavioral Monitoring<br><br>Functions of Behavior<br><br>Behavioral Monitoring<br><br>Choosing Appropriate Behavior Measures                  | Chapter 7 | Class Participation 4<br><br>Communicating with Parents Discussion Post                                         |
| October 14 | asynchronous online | Behavioral Monitoring                                                                                                                                                                  | Chapter 8 | Preventing Challenging Behavior Through Behavior Monitoring Discussion Post<br><br>Classroom Instructional Plan |
| October 21 | on campus           | Determining the Reasons for Challenging Behavior Through Functional Assessment<br><br>Using FBA as an Assessment and Planning Tool<br><br>The Functional Behavioral Assessment Process | Chapter 9 | Class Participation 5<br><br>Explicit instruction Discussion Post                                               |
| October 28 | asynchronous online | Supporting Student's Social and Emotional Needs in the Classroom<br><br>Providing Support through Social Skills Instructions                                                           |           | Supporting Social Skills Development in the Classroom Discussion Post                                           |

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| November 4  | on campus                                | <p>Supporting Student's Social and Emotional Needs in the Classroom</p> <p>Providing Support through Social Skills Instructions</p> <p>Preventing Challenging Behavior Through Reinforcement: Introduction to Reinforcement</p>               | Chapter 10 | <p>Class Participation 6</p> <p>Reinforcement Discussion Post</p> |
| November 11 | Veteran's Day<br>Campus Closed           |                                                                                                                                                                                                                                               |            |                                                                   |
| November 18 | on campus                                | <p>Preventing Challenging Behavior Through Reinforcement: Introduction to Reinforcement</p> <p>Managing Challenging Behaviors by Using Behavior Reductive Interventions</p> <p>IDEA Law</p> <p>Manifestation Determination</p> <p>FBA/BIP</p> | Chapter 11 | <p>Class Participation 7</p> <p>Classroom Management Plan</p>     |
| November 25 | Thanksgiving<br>Holiday<br>Campus Closed |                                                                                                                                                                                                                                               |            |                                                                   |

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| December 2 | on campus | Premack Principle<br><br>Differential Reinforcement (DRI, DRO, DRA)<br><br>Extinction<br><br>Response Cost<br><br>FBA/BIP | Chapter 12 | Class Participation 8<br><br>FBA and BIP |
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