University of **SanDiego**®
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES
SPECIAL EDUCATION PROGRAM DEPARTMENT OF LEARNING AND TEACHING

EDSP 371/571
Positive Behavior and Instruction Management in Special Education (3 units)

Fall 2017   **Class hours:** Thursday, 4:00-6:50 or 7:00-9:50pm   **Room:** Mother Rosalie Hill Hall Room 127
Instructor: Rebekka Jez, EdD   **E-mail:** rjez@sandiego.edu   **Phone**: 619-260-4292
Office: 251 MRH   **Student office hours:** Tuesday 3:00 – 4:30pm and by appointment (Individual assistance is always available by appointment. I look forward to seeing you during student hours. Stop in.)

Course Description
Self-determination knowledge and strategies to provide teachers and students with skills to identify manage and monitor their own behavior and the behavior of others across learning settings and social situations is emphasized. A cross section of theories, models, legal and ethical variables relevant to orchestrating learning across K-12 settings where individuals with mild to moderate disabilities are receiving instructional, social, behavioral and transition life-skill services. This includes English Language Learners with concomitant special education needs, student exhibiting traits associated with autism spectrum disorder, other health impaired, traumatic brain injury, learning disabilities and mild to moderate retardation. The use of positive behavioral interventions and functional behavior analysis will be discussed and students will demonstrate appropriate skills using these strategies. Assignments for the course are linked to your field experience.

In this course, we will use a disability studies lens to help us understand that all behavior has communicative intent and is open to cultural interpretation, and to develop ways to respond to behavior that are reflective, pro-active and non-aversive. We will use case studies, video analysis and other problem-solving exercises to analyze the various models and best practices in instruction and classroom organization towards strengthening classroom communities. I hope that you will be able to define your own position with respect to challenging behaviors by the end of the course.

**Course Objectives are *linked to specific SOLES and California Teaching Commission Standards:*
CEC Program Standards:
    Learning Environments
CTC Program Standards:
    Program Standard 12: Behavioral, Social, and Environmental Supports in Learning
    Mild/Moderate 3: Planning and Implementation of Curriculum and Instruction
    Mild/Moderate 4: Positive Behavior Support
    Mild/Moderate 5: Assessment of Students
    Mild/Moderate 6: Case Management
CTC Multiple and Single Subject Teacher Performance Expectations (TPEs):
    TPE 1: Engaging and Supporting All Students in Learning
    TPE 2: Creating and Maintaining Effective Environments for Students Learning
    TPE 3: Understanding and Organizing Subject Matter for Student Learning Content
    Specific Pedagogy
    TPE 4: Planning Instruction and Designing Learning Experiences for All Students
    TPE 5: Assessing Student Learning
    TPE 6: Developing as a Professional Educator
California Educational Specialist Teacher Performance Evaluation (TPEs):
    TPE 2: Monitoring Student Learning During Instruction

TPE 3: Interpretation & Use of Assessment
TPE 5: Student Engagement
TPE 8: Learning About Students
TPE 10: Instructional Time
TPE 11: Social Environment
TPE 12: Professional, Legal & Ethical Obligations
TPE 13: Professional Growth

USD SOLES Department of Learning and Teaching Mission:

1. Access and Equity
2. Urban Education
3. Culture of Caring
4. Research-guided Practice
5. Internationalization

Standards	Assessments
TPE 1: Collect and apply pertinent student information, maintain on-going communication with all stakeholders, connect content to real-life context. TPE 5: Student Engagement TPE 10: Instructional Time Program Standard 12: Behavioral, Social, and Environmental Supports in Learning Mild/Moderate 4: Positive Behavior Support	● Conceptualize behavioral, social, and emotional challenges and create a system of support using design thinking (week 4)
TPE 2: Promote social-emotional growth and positive interventions, create positive learning environment, monitor inclusivity, access resources for support, maintain high expectations, and clear expectations. TPE 5: Student Engagement TPE 11: Social Environment Program Standard 12: Behavioral, Social, and Environmental Supports in Learning Mild/Moderate 4: Positive Behavior Support	● Assess their professionalism through presentations, discussions, and feedback from guest speakers from the field (week 15) ● Identify and analyze effective strategies for positive behavioral supports for all learners (week 12) ● Recognize, conceptualize, and implement Restorative Practices in their classroom (week 6)
TPE 3: Use and adapt resources, standards-aligned instructional materials, and a range of technology to facilitate students' equitable access to curriculum including progress monitoring and communication to stakeholders.. TPE 2: Monitoring Student Learning During Instruction Mild/Moderate 5: Assessment of Students Mild/Moderate 6: Case Management	● Review records, assess the environment, and collect data on students academic, social, and behavioral needs ● Design and implementat/protype effective interventions to support diverse learners (week 5-8)
TPE 4: Design, implement, and monitor behavior supports, instruction, and learning with a collaborative team. TPE 10: Instructional Time Program Standard 12: Behavioral, Social, and Environmental Supports in Learning Mild/Moderate 4: Positive Behavior Support Mild/Moderate 6: Case Management	● Identify PBIS best practice elements and compare/contrast with local schools practices using stakeholder interviews (week 2) ● Connect with stakeholders to critically reflect on benefits, obstacles, and opportunities for collaboration (week 13) ● Present a Case Study using Design Thinking and Functional Behavior Assessment (EDSP 371/571) to apply concepts of using

	assessments to design and implement, and monitor behavioral success using a collaborative team (weeks 3, 5, 7, 9)
TPE 5.1 Holistically assess students. Provide feedback to all stakeholders. Create opportunities for all students to self‑assess and reflect. TPE 3: Interpretation & Use of Assessment TPE 8: Learning About Students Mild/Moderate 5: Assessment of Students	● Holistically assess students from multiple perspectives: Behavioral, Social, and Emotional Analysis (week 1-3)
TPE 6.1 Critically analyze and reflect on own teaching practice, values and implicit and explicit biases including how disposition affects professional growth. Demonstrate collaboration with all stakeholders to ensure responsibility for all students safety and learning. TPE 12: Professional, Legal & Ethical Obligations TPE 13: Professional Growth	● Critically reflect on class activities and how they will impact teaching (weeks 1-15) ● Presentation of learning (week 15)

Required Textbooks

Bambara, L. M., Janney, R. & Snell, M. E. (2015). *Behavioral support: Teachers' guides to inclusive practices, 3rd ed.* Baltimore: Paul Brookes.

Costella, B., Watchel, J., & Watchel T. (2010). Restorative Circles in Schools: Building Community and Enhancing Learning. Bethlehem, PA: International Institute for Restorative Practices.

Download The Field Guide to Human Centered Design PDF: http://www.designkit.org/resources/1
Sign up on the website to create a free account and then download the pdf for free.

Articles on Blackboard (download as indicated in weekly task list)

Course Expectations- Our goal is to create an academically rich environment, to engage our students in contemporary and innovative research-based practices and to develop teacher leaders who embrace a global perspective guided by our mission of addressing the needs of all learners in a culture of care*.*
- Regular and constructive class participation in all classes is necessary.
- All assignments must be turned in to receive a grade in this course.
- Assignments are due at midnight of the due date, unless otherwise posted in the weekly module.
- Make-up assignments will not be given unless there is a medical or legal reason, such reasons need to be appropriately documented.
- You may resubmit assignments once for a higher grade until Week 9 (-10% deducted on final grade of resubmissions), thereafter, any late assignment will be deducted -10% for each week it is late.

Course Activities- the following are the graded activities for this course

Online Modules (30 points- 10 points each)- You will complete modules for 3 online topics: PBIS, Restorative Practices, and Behavior Supports. Each module will include readings, short movies to review the topic, and an activity to apply the concepts.

Functional Behavior Assessment Case Study (25 points):
In cooperative teams, candidates will prepare a Functional Behavioral Assessment Report for the individual described in the assigned behavior case scenario. The goal is to demonstrate emerging understanding and competency skills relevant to: a) gathering observable, measurable and archival data, b) synthesizing information in a format that informs key

players about what is occurring presently and in the past, and c) examples of clear and succinct visual presentation of information in charts and graphs and d) a summation of the findings that lead to development of a behavior intervention plan (BIP).

Group Activity (15 points): In assigned teams, you will identify and synthesize critical information provided in the case study that informs your strategy for conducting a functional behavior assessment. Then you will identify additional "fictitious" data to round out the antecedent, behavior and consequence analysis. Next your team will meet to review the gathered assessment data to plan and develop a performance report, using the relevant forms included in the textbook. Your report should also include charts, graphs, and observation forms, as appropriate, that showcase the collective knowledge base of each group member. The procedures used by each team are required to meet the CA Title V Education Code FBA mandates and federal law.

Individual Activity (10 points): Write a summary report detailing salient target behavior areas of a student who would benefit from positive behavior supports. Where directly relevant to the observed and measured behavior you may include identified background-supporting statements. This statement must clearly identify the "function" the target behavior(s) appear to serve for the student and the logic behind the emergency intervention identified to respond to this need. Your report should include:

- Student Background Information: relevant information about your student (pseudonym, language, grade, age, IEP goals, present levels of performance, disability statement), data gathered through formal/informal assessments
- Classroom Climate: classroom organization and management inventory, student's schedule, student's supports/resources, observations, and interviews, incident reports, safety plans
- Quality of Life: supportive people, places/activities at school and home, interests, age-appropriate choices
- Academic and Communication: strengths and liabilities, mode of communication
- Medical, Health, and Sensory Concerns: health concerns or medications, sensory difficulties and strategies for addressing, any health or medical history pertinent education success
- Target Behaviors and Past Interventions: define behaviors, describe interventions and supports including what works and what does not work
- Preliminary Assessment: antecedent, target behavior, consequence, and speculated purpose of behavior
- Recommended Next Steps: Behavior Intervention Plan including IEP goals, supports, and prevention

Intended to be a showcase of your scholarship, the individual summary report must include additional grounded citations that explain your decision making process. Undergraduates must cite a minimum of 2 citations; graduates a minimum of 5 citations.

Behavior Intervention Plan (25 points)

Candidates draw upon their team functional behavior assessment report to design a positive behavior intervention strategy intended to ensure student inclusion in age- or grade-appropriate learning or social situations. Candidates demonstrate in a reflective written report the ability to integrate research published in professional journal articles, books and Internet resources into an evidence-based behavior change plan.

Group Activity (10 points): In a group project format, candidates will use data from the assigned behavior case scenario and the information from the team *functional behavior assessment* (FBA) to create a behavior analysis report, stating the targeted student behavior/s in observable and measurable terms. Identify specific strategies to respond to these behaviors and write up your action plan using the relevant forms included in the Janney & Snell textbook (blank forms are available on Blackboard). Graduate students may choose to use the district or agency BIP form currently in use in their district of employment. The BIP procedures used by each team are required to follow the California Title 5 Education Code Section 3052 Positive Behavior Intervention regulations and the course text.

Individual Activity (15 points): Write a summary report of three to five pages in which you provide strategies with evidence grounded citation(s) for selecting specific positive intervention strategies listed in the BIP. Include an evidence-based rationale for each of the named strategies listed, including the author of the technique, the name of the technique and citations of the research-evidenced appropriateness of the strategy/ies. You must ground your BIP Strategies in citations in order to satisfy the No Child Left Behind requirement for evidence-based research practices. This summary must clearly identify under what conditions and in what settings the positive strategies will be applied. Include descriptions of the observable measurements you plan to implement to formatively monitor the BIP. This is

intended as the showcase of your scholarly abilities. Undergraduates include minimum 3 citations, graduates a minimum of 5 citations.

Digital Portfolio: Develop a professional website and maintain an on-line teaching blog of classroom observations, questions, & reflections. (100 points): Use weebly.com to create a professional website that includes the following sections

- Welcome/About Me/Teaching Philosophy
- ***Complete E-Tell Project*** At the end of the semester you will produce a digital project reflecting your learning in the course, sharing your educational philosophy and how you see applying these into your future classroom. The projects may be presented on the last day of class and should be embedded within your professional website.
- *Blogging Critical Reflections:* In summary of our whole group classes and in development of your teaching philosophy, you will write eight critical reflections connecting the week's topic (in-class, online module, and reading) and the impact it will have on your teaching. Provide specific examples of how you see the topic happening or not happening in your classroom/school.
- Teaching Samples/Lessons

Case Study using Design Thinking Process with follow-up reflection. (20 points)
- Prepare one case study to share with a response group during the course of the semester. Present case and thoughtfully respond to feedback.
- Actively participate in response group discussions and provide constructive feedback to peers using design thinking process structure and tools.
- Toward the end of the semester, return to your case study and present a follow-up, which reflects upon your new understandings of working with said student, the strategies used and how they worked or did not work, and what you gained through your experience.

Attendance and Participation (70 points): Your attendance grade will be deducted accordingly for time missed (late or leave early) and lack of participation (-1 point for 1-5 minutes, -2 points for 6-10 minutes, -3 points for 10-15 minutes, -4 points for 15+ minutes). Additionally, some coursework has a participation component, therefore, you will not be able to earn full credit if you are not physically in class participating in discussions, demonstrating skills, and/or working with a peer/instructor/etc. If you are absent more than one class or have excessive tardiness you will need to meet with the instructor to determine next steps and your final grade will be deducted by one full grade (For example, from an "A" to an "A-"). If you miss more than 3 classes you will need to retake the course in a different semester.

Assessment Plan/Grading/Rubrics

Grade distribution	
Assignment	**Points**
Attendance and Participation	**70**
Online Modules	**30**
Case Study: FBA/BIP	**50**
Digital Portfolio	**100**
Design Thinking	**20**
Total	**270**

Grade determination			
Grade	**Percentage equivalence**	**Grade**	**Percentage equivalence**
Acceptable grade*		**Unacceptable Grade***	
A	**96-100**	**C+**	**78-82.9**
A-	**93-95.9**	**C**	**75-77.9**
B+	**88-92.9**	**C-**	**73-74.9**
B	**85-87.9**	**F**	**Below 73**
B-	**83-84.9**		

*Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619-260-4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.

USD Student Supports

As a student you may experience a range of issues that can cause barriers to learning, such as a falling behind do to stress, feeling overwhelmed, anxiety, depression, alcohol or drug concerns, difficulty concentrating, and/or lack of motivation. These types of stressful events or mental health concerns can lead to diminished academic performance or reduce a student's ability to participate in daily activities.

> For *wellness concerns for you or a friend,* please contact the USD Student Wellness using the website You Are USD at http://sites.sandiego.edu/youareusd/ or call (619)- 260-4655.
> For *academic concerns,* please contact the Writing Center https://www.sandiego.edu/cas/writing/writing-center/ or call (619) 260-4581, the GradLife gradstudentlife@sandiego.edu or call (619) 260-2227, or attend a SOLES academic writing retreat (TBD).

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester; otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

SOLES On-line Course Evaluation
SOLES Course Evaluations are collected via an online system that maintains student anonymity. SOLES uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their *MySanDiego* accounts via the Torero Hub drop down menu: 1) My Academics, 2) Registration Tools, and 3) Registration History. The course evaluation window opens two weeks prior to the end-of-term date for the course. Instructions for accessing course evaluations can be found at:
https://lib.sandiego.edu/soles/documents/Student%20Instructions%20for%20Accessing%20Course%20Evaluations%208.3.15.pdf

Statement on Plagiarism
The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a serious violation) has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that

determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Course Schedule (subject to change, please check blackboard)

Class	Topics Covered	Before	During	After
1. 9/7	**Introduction to Course, Positive Behavior Support (online), Teaching Philosophy, and Restorative Practices**		*Co-teaching: One teach, two observe...then switch* 1) RP intro 2) syllabi, online modules (PBIS), and co-teaching 3) teaching philosophy journey intro	**Positive Behavior Support Module* *Reading: Chapter 1 (Bambara, Janney, & Snell, 2015) *RP Reading: https://www.weareteachers.com/restorative-justice-a-different-approach-to-discipline/
2. 9/14	**Community-Classroom-Self**	*Complete Readings *Complete Online Module: PBIS *Administer "Out of Isolation" survey to a teacher at your site *Critical Reflection #1	*Co-teaching: Teaming (all equally participate in each topic from different perspectives)* 1) Collaborative Survey Discussion (community)- 30 mins 2) Design Thinking Process: Introduction & Empathy Mapping (self) (90 mins) 3) Building Community using Restorative Practices (classroom) (30 mins)	**Restorative Practice Online Module* *Behavior Support Reading: Chapter 2 (Bambara, Janney, & Snell, 2015) *RP Reading
3. 9/21	**Special Education Group**	*RP online activity *Critical Reflection #2	1) Discuss RP 2) FBA Part I: Behavior and Social Needs Analysis and Planning 3) Weebly- Digital Portfolio	Design thinking articles on Blackboard
4. 9/28	**Design Thinking: Define & Ideate**	*Empathy Mapping Activity *Submit FBA Part I	*Co-teaching: One Teach, Two Assist* Design thinking: Prototype	*Behavior Support Reading: Chapter 3 (Bambara, Janney, &

			(creating a plan) Field notes-Build table for test & revise cycles	Snell, 2015) *Protyping *RP Reading
5. 10/5	**Special Education Group**	*Critical Reflection #3 *Add weekly field notes	1) FBA Part II- ABC 2) Lesson Plan: Self-Awareness 3) Digital Portfolios 4) Support	*Behavior Support Reading: Chapter 4 (Bambara, Janney, & Snell, 2015) *RP Reading
6. 10/12	**Behavior Supports Module (online) Restorative Practices: Repairing Harm**	*Add weekly field notes *Submit FBA Part II	*Restorative Practice*	*Behavior Supports (student assessment, ecological inventory, interval recording, ABC, BIP) online module* *Behavior Support Reading: Chapter 5 (Bambara, Janney, & Snell, 2015) *RP Reading
7. 10/19	**Special Education Group**	*Behavior Supports online module activity *Critical Reflection #4 *Add weekly field notes	1) FBA Part III 2) Digital Portfolios 3) Cooperation Lessons 4) Support Groups	Read Articles on Blackboard
8. 10/26	**Design Thinking + Progress Monitoring: Test and Revise Teaching Philosophy**	*Submit FBA Part III	*Co-teaching: Alternative Teaching (focus on specific areas- MS, SS, ES)* *Analyzing assessment data *how has your teaching philosophy changed/manifested?	Read Articles on Blackboard *"I believe…" Three paragraphs
9. 11/2	**Special Education Group**	*Critical Reflection #5	1) FBA Part V 2) Communication Lesson 3) Discuss teaching philosophy: "I believe" revision (3 sentence)	Philosophy statement revised (1 sentence) Read Articles on Blackboard
10. 11/9	Stations: POL/e-tell, RP, CRP, Strategies, Rainbow educators	*Philosophy activity	*Co-teaching: Stations*	Read Articles on Blackboard
11. 11/16	Collaboration: Educators, Administrators, Staff, Students, Families, and Community Based Organizations	*Critical Reflection #6 (station reflections)	*Co-teaching: Parallel Teaching (information uses different modes)* *Bringing stakeholders together effectively (team meeting)	Read Articles on Blackboard

			*Mindy- adaptive schools & Twitter (PLN) *Collaboration Statement	
12. 11/23	Thanksgiving	Thanksgiving	Thanksgiving	Thanksgiving
13. 11/30	Read Articles on Blackboard	*Critical Reflection #7 (collaboration statement)	1)FBA Part VI 2) Build Your Brand 3) Professional Panel 4) Peer Critique & Feedback on Digital Portfolio	Read Articles on Blackboard
14. 12/7	**Book Club Case Study Process Teaching Philosophy**		Cooperative Learning Groups	*Critical Reflection #8 (Case study summation write up and share out)
15. 12/14	**POLs (Presentation of Learning) and Celebration**	*Critical Reflection #8	Share out individual learning story	

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