

# Positive Behavior Support

## EDSE 279

Summer 2026 Fully Online 3 Unit(s) 07/06/2026 to 08/07/2026 Modified 06/25/2026

### Contact Information

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**Instructor:** Laurie Fiatal

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

**Office Hours:** on request

**Class Days/Times:**

Monday and Wednesdays 4:00-7:45PM on these dates:

7/6, 7/8, 7/13, 7/15, 7/20, 7/22, 7/27, 7/29, 8/3, 8/5

Note: 7/13 and 7/15 classes will be fully asynchronous. There will be no Zoom classes those days.

**Classroom:** online

[Link to Zoom Class \(https://sjsu.zoom.us/j/5984846585\)](https://sjsu.zoom.us/j/5984846585)

### Course Information

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**Course Format:** Online/Asynchronous

The course will follow an online and asynchronous format. Class will begin on Zoom on the above dates (except 7/13 and 7/15, which will be fully asynchronous). Depending on the syllabus, class may begin with a lecture and then move to group work or asynchronous online activities.

**CANVAS Learning Management System**

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with "sjsu.edu") to learn of any updates. For help with using Canvas see Canvas Student Resources page ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources)).

# 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

## \* Classroom Protocols

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Assignments are due by their due date in Canvas. Assignments received more than 12 hours after the due date will receive a 10% grade deduction, 24 hours late will receive a 20% grade deduction, 36 hours late will receive a 30% grade deduction, and assignments submitted more than 48 hours after the due date will receive a grade of zero (0).

### PBIS MATRIX

	A Accountability	B Behavior	C Collaboration
Lecture/Whole Group	Arrive prepared and on time.  Submit assignments as instructed.	Remain attentive and stay on task during instruction.	Participate in class discussion by raising your hand and listening to peers.
Small Group / Partner Work	Take responsibility for your part of the task.	Use appropriate language and maintain a respectful tone.	Share ideas, include others, and divide work fairly.
Online	Log in regularly and post assignments by due date.	Avoid off-topic or distracting posts.	Respond constructively to classmates' contributions and provide feedback.

## 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:

#### Discussion Board Assignments (9 x10) 90 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.

#### IRIS Modules (2 x 20) 40 points

Students will complete two online modules from the IRIS website along with a quiz about the material.

#### Classroom Instructional Plan 20 points

Students will review two 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 40 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.

### Criteria

Assignment	Points	Percent of Grade
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Discussion Board Posts	90	28%
Class Participation (must be logged in to earn points)	80	25%
Iris Modules (20 each)	40	12%
Instructional Plan	20	6%
Classroom Management Plan	50	17%
Functional Behavior Assessment	40	12%
Total	320	100%

## University Policies

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

Date	Topics	Readings	Assignments
July 6	<p>Introductions</p> <p>Introduction to Behavior Management and Positive Behavior Interventions and Supports</p> <p>Syllabus Overview</p> <p>Multi-Tiered System of Supports (MTSS)</p> <p>Positive Behavior Intervention and Supports (PBIS)</p> <p>Universal Supports</p>	Chapter 1, 2, and 3	<p>Class Participation 1</p> <p>Discussion Board Post 1</p>

<p>July 8</p>	<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>	<p>Chapters 1,2,3</p>	<p>Class Participation 2</p> <p>Discussion Board Post 2</p>
<p>July 13</p>	<p>ASYNCHRONOUS CLASS ONLY</p> <p>Classroom Behavior Management-IRIS Module</p>	<p>Chapters 4,5 and 6</p>	<p><a href="#">Classroom Behavior Management IRIS Module ()</a>.</p> <p>Discussion Board Post 3</p>
<p>July 15</p>	<p>ASYNCHRONOUS CLASS ONLY</p> <p>Behavioral Principles-IRIS Module</p>	<p>Chapters 4, 5, and 6</p>	<p><a href="https://iris.peabody.vanderbilt.edu/module/bp/">Behavioral Principles IRIS Module (https://iris.peabody.vanderbilt.edu/module/bp/)</a>.</p> <p>Discussion Board Post 4</p>
<p>July 20</p>	<p>Preventing Challenging Behavior Through High-Quality Instruction</p> <p>Preventing Challenging Behavior Through Behavioral Monitoring</p> <p>Choosing Appropriate Behavior Measures</p> <p>Functions of Behavior</p>	<p>Chapters 7,8, and 9</p>	<p>Class Participation 3</p> <p>Discussion Board Post 5</p>

<p>July 22</p>	<p>Determining the Reasons for Challenging Behavior Through Functional Assessment</p> <p>The Functional Behavioral Assessment Process</p> <p>Selecting Functionally Equivalent Replacement Behaviors (FERB)</p>	<p>Chapters 7, 8, and 9</p>	<p>Class Participation 4</p> <p>Discussion Board Post 6</p>
<p>July 27</p>	<p>Supporting Student's Social and Emotional Needs in the Classroom</p> <p>Trauma Informed Teaching</p> <p>Providing Support through Social Skills Instructions</p>	<p>Chapter 9, 10, and 11</p>	<p>Class Participation 5</p> <p>Discussion Board Post 7</p> <p>Instructional Plan</p>
<p>July 29</p>	<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</p> <p>BIP`</p>	<p>Chapters 9, 10, and 11</p>	<p>Class Participation 6</p> <p>Discussion Board Post 8</p> <p>Classroom Management Plan</p>
<p>August 3</p>	<p>The Functional Behavioral Assessment Process</p> <p>FBA</p> <p>BIP`</p>	<p>Chapter 12</p>	<p>Class Participation 7</p> <p>Discussion Board Post 9</p>

August 5	Premack Principle  Differential Reinforcement (DRI, DRO, DRA)  Extinction  Response Cost	Chapter 12	Class Participation 8  FBA and BIP Assignment
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