Positive Behavior Support

EDSE 279

Spring 2026   Section 01   Hybrid   3 Unit(s)   01/22/2026 to 05/11/2026   Modified 01/15/2026

👤 Contact Information

Instructor: Laurie Fiatal

Email: laurie.fiatal@sjsu.edu

Office Hours: on request

Class Days/Times:

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

1/28, 2/11, 2/25, 3/11, 3/25, 4/8, 4/22, 5/6

Classroom: SH 211

🕐 Course Information

Course Format: Hybrid

The course will follow a hybrid format meeting every other week in person. Alternate weeks will be online asynchronous with no designated meeting time.

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).

💻 Course Description and Requisites

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

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)

◎ Course Goals

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)

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

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

Course Assignments:

Online Assignments (11x10) 110 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 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

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	CLOs and TPEs Addressed
Online Activities	110	36%	CLO1-6 U 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 6.2 MMSN 1.7, 2.5, 2.6, 2.7, 2.10, 4.3 ESN 1.4, 2.3, 2.8, 2.9, 2.13, 4.1 EDSE 1.6, 2.4, 4.7
Participation	80	27%	CLO1-6 U 1.1, 1.3, 1.5, 2.1, 2.2, 2.3, 2.6, 6.2 MMSN 1.7, 2.5, 2.6, 2.7, 2.10, 4.3 ESN 1.4, 2.3, 2.8, 2.9, 2.13, 4.1 EDSE 1.6, 2.4, 4.7
Classroom Instructional Plan	20	7%	CLO 1,4,5,6 U 1.4, 2.3, 2.6, 6.1,6.2 ECSE 4.7
Classroom Management Plan	50	17%	CLO 1,4,5,6 U 2.1, 2.3, 2.6, 6.2 ECSE 4.7
Functional Behavior Assessment	40	13%	CLO 1-8 U 1.1, 2.1, 6.2 MMSN 1.7, 2.5, 2.6, 4.3 ESN 1.4, 2.8, 2.9, 2.13, 4.1 ECSE 1.6, 4.7
Total	300	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	Location	Topics	Readings	Assignments
January 28	on campus	Introduction to Behavior Management and Positive Behavior Interventions and Supports Syllabus Overview Multi-Tiered System of Supports (MTSS) Positive Behavior Intervention and Supports (PBIS)	Chapter 1	Class Participation 1 Introduction to Behavior Management and PBIS online discussion
February 4	asynchronous online	Preventing Challenging Behavior Through Schoolwide Positive Behavior Interventions and Supports Classroom Behavior Management	Chapter 2	Classroom Behavior Management IRIS Module
February 11	on campus	Preventing Challenging Behavior Through Expectations and Procedures Trauma Informed Practice Classroom Management Universal Supports	Chapter 3	Class Participation 2 Preventing Challenging Behavior through Schoolwide Positive Behavior Intervention and Supports online discussion

February 18	asynchronous online	Preventing Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization Supporting Student's Social Emotional and Behavioral Needs in the Classroom	Chapter 4	Supporting Student SEB with Effective Classroom Practices Assignment
February 25	on campus	Preventing Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization Classroom Management Preventing Challenging Behavior Through High-Quality Instruction	Chapter 5	Class Participation 3 Establishing Relationships and Building Online Discussion
March 4	asynchronous online	Addressing Challenging Behaviors Behavioral Principles	Chapter 6	Behavioral Principles IRIS Module
March 11	on campus	Preventing Challenging Behavior Through Behavioral Monitoring Functions of Behavior Behavioral Monitoring Choosing Appropriate Behavior Measures	Chapter 7	Class Participation 4 Preventing Challenging Behaviors through Behavioral Monitoring Assignment

March 18	asynchronous online	Determining the Reasons for Challenging Behavior Through Functional Assessment Using FBA as an Assessment and Planning Tool The Functional Behavioral Assessment Process	Chapter 8	Classroom Instructional Plan
March 25	on campus	Determining the Reasons for Challenging Behavior Through Functional Assessment Using FBA as an Assessment and Planning Tool The Functional Behavioral Assessment Process Functionally Equivalent Replacement Behaviors (FERB) Providing Support Through Social Skills Instruction	Chapter 9	Class Participation 5 Supporting Social Skills Development in the Classroom Online Discussion
April 1	No Class Spring Recess			
April 8	on campus	Preventing Challenging Behavior Through Reinforcement: Introduction to Reinforcement Selecting Functionally Equivalent Replacement Behaviors FBA BIP`	Chapter 10	Class Participation 6 Classroom Management Plan

April 15	asynchronous online	Preventing Challenging Behavior Through Specific Reinforcement Applications Differential Reinforcement	Chapter 11	Differential Reinforcement Assignment
April 22	on campus	Preventing Challenging Behavior Through Specific Reinforcement Applications Differential Reinforcement FBA BIP	Chapter 11	Class Participation 7 Preventing Challenging Behavior Through Specific Reinforcement Applications online activity
April 29	asynchronous online	Managing Challenging Behaviors by Using Behavior Reductive Interventions	Chapter 12	Selecting Functionally Equivalent Replacement Behaviors
May 6	on campus	Managing Challenging Behaviors by Using Behavior Reductive Interventions IDEA Law Manifestation Determination Premack Principle Differential Reinforcement (DRI, DRO, DRA) Extinction Response Cost		Class Participation 8 FBA and BIP