

SPECIAL EDUCATION 402
PROMOTING AND SUPPORTING A POSITIVE AND INCLUSIVE SCHOOL CLIMATE
SPRING 2025 Ticket # 15668

SCOTT SHEPARD, M.A., Ed.

E-mail: scott.shepard@csun.edu

Office Hours: 30 minutes before and after class **by appointment**, or via zoom by appointment

Monday 4:00 pm – 6:45 pm

SPED Office: (818) 677-2596

Michael D. Eisner College of Education Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework

We value academic excellence in the acquisition of research-based professional knowledge and skills. We commit ourselves to and expect our candidates to: Acquire in-depth knowledge of subject matter (aligning with state and national curriculum standards when applicable);

- Acquire professional and pedagogical knowledge;
- Acquire pedagogical content knowledge;
- Use professional standards and empirical research to develop and evaluate programs and guide practice;
- Capitalize on advancements in technology to promote learning;
- Communicate effectively using multiple modalities, including speaking/signing, writing, and digital media, in professional and community settings; and
- Understand, apply, and engage in scholarship and research.

We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement. We commit ourselves to and expect our candidates to:

- Develop knowledge and skills that research and evidence have shown to positively impact schools and communities;
- Acquire knowledge and skills in assessing those we serve, using various indicators including national, state, and institutional standards;
- Acquire knowledge and skills in identifying and selecting assessment approaches and measures that are reliable, valid, and fair;
- Develop skills in analyzing, synthesizing, and evaluating data for the purpose of informing practice;

- Use evidence from multiple assessments to inform and improve practice that will promote learning and growth of all pupils; and Engage in cycles of understanding, learning, application in the field, reflection, and revision of practice.

We value ethical practice and what it means to become ethical and caring professionals. We commit ourselves to, and expect our candidates to:

- Engage in inquiry about what it means to be an ethical and caring professional;
- Adhere to a code of ethics appropriate to professional practice and recognize its relationship to the realities of the contexts in which practice occurs;
- Assume personal responsibility for developing, demonstrating, and refining the values, beliefs, and assumptions that guide professional practice; and
- Demonstrate attitudes, dispositions, and behaviors of caring and ethical professionals in daily practice.

We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities. We commit ourselves to and expect our candidates to:

- Participate in intra- and inter-disciplinary partnerships including the Michael D. Eisner College of Education and the university;
- Participate in external partnerships with schools, community agencies, other universities, and local, state, and national agencies with common interests;
- Collaborate with all stakeholders to support the learning and growth of faculty, staff, candidates, and those they serve; and
- Identify and use professional and community resources.

We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners. We commit ourselves to and expect our candidates to foster a climate in which the meaning and implications of diversity are continuously defined, examined, and addressed;

- Move from acceptance of diversity to appreciation of diversity, to become agents of change for social justice;
- Respect and understand the conditions and contributions of communities and schools, and of families from all backgrounds;
- Develop, use, and promote positive interpersonal skills in an open and inclusive process for making decisions and achieving consensus; and
- Participate in and be accountable for shared decision making within the academic and service communities in a manner that contributes to supporting diversity.

We value creative, critical, and reflective thinking and practice. We commit ourselves to and expect our candidates to:

- Engage in continuous and critical reflection;
- Participate in ongoing professional development;

- Accept feedback and consider implications for practice and program renewal;
- Refine and apply professional competencies through collegial interaction, including for candidates a variety of clinical practice experiences; and
- Solve problems, make decisions, facilitate change, and produce knowledge in new and creative ways.

Important Notice re: Email. CSUN sends all official communications by e-mail, including registration information. Check your CSUN email as soon as you've activated your university account. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN e-mail to your Yahoo, Gmail, or other preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful.

Students with Disabilities

Students with disabilities are encouraged to register with the Disability Resources and Educational Services (DRES). Registration and completion of a services agreement must be done each semester. Staff within the Center will verify the existence of a disability based on the documentation provided and will approve accommodations for which the student is eligible. DRES is located in Bayramian Hall, room 110. Staff can be reached at (818) 677-2684 and <https://www.csun.edu/dres>

CSUN with A HEART

If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).

Course Description

This course is designed to provide education specialist candidates with the skills and knowledge needed to promote and reinforce prosocial skills using positive behavior support strategies. The three-tiered model (primary, secondary and tertiary supports) to positive behavior support will serve as the organizing framework for this course. Additionally, concepts around (a) trauma-informed practices, (b) social-emotional learning, (c) restorative justice, and (d) culturally responsive teaching are incorporated throughout the course. The first half of the course focuses on promoting positive and cooperative behaviors using a variety of tertiary (individual), classroom/group, and school-wide strategies, including teaching and reinforcing expected behaviors, active supervision, collaboration with team members, and planned responses to challenging behavior (primary level of supports), through Functional Behavior Assessment. The remainder of the course focuses on providing more intensive supports for students with more pervasive/complex behavioral and social-emotional support needs (secondary and tertiary level of supports) while developing comprehensive, multi-component support plans. Relevant federal and state legislation and ethical considerations are discussed. Available for graduate credit.

Expectations

Students taking this course must complete a Course Project that includes a Functional Behavior Assessment (FBA) and Positive Behavior Support Plan focusing on an individual that you will have regular contact with during this semester. The Course Project is meant to be longitudinal in nature and instructions will be given out weekly in class. Group/Team work will occur in class sessions related to identifying behavior functions & replacement behaviors, instructional shaping game, and implementing a hypothesis test. Please see the Assignments section on Canvas, the Course Schedule on Canvas, and/or Course Requirements (included below) for more detail.

Course Objectives

After completing this course candidates will:

1. Understand the risk factors associated with the presence of disruptive and other challenging behaviors in school settings;
2. Demonstrate an understanding of how personal beliefs and/or cultural background can influence our perceptions of challenging behavior and impact our responses to these behaviors;
3. Understand how the field of Positive Behavior Interventions and Supports (PBIS) has evolved over the years; articulate current best practices in the field at the school, classroom, community and individual level;
4. Demonstrate an understanding of the three-tiered model of positive behavior support and to differentiate among these levels of intervention: primary, secondary and tertiary strategies;
5. Describe current federal and state requirements regarding addressing challenging behavior in educational/school settings;
6. Explain what a manifest determination hearing and its purpose is in protecting the rights of individuals with disabilities; when such a hearing is legally required; and the role of the special education teacher in this process;
7. Understand the unique relationship between language deprivation syndrome and resulting challenging behaviors which are experienced by some deaf students and other students who may not yet have access to a communication system;
8. Demonstrate the ability to objectively analyze current practices, use of systematic instruction, and identify areas for improvement;
9. Demonstrate the understanding of strategies to facilitate and maintain a positive learning environment at the school, home, and classroom level;
10. Understand the basic principles of “active supervision” and how the type(s) of feedback we provide influences challenging behaviors;
11. Demonstrate an understanding of how to promote classroom management using a variety of proactive strategies, including teaching and reinforcing behavioral and social expectations, establishing routines and improving predictability, planning for transitions, increasing motivation for learning, designing clear classroom rules with student input, and use of effective reinforcement;
12. Demonstrate an understanding of how to use questions to promote problem solving;
13. Demonstrate understanding of the “escalation cycle” and de-escalation strategies to defuse and respond to more serious and potential harmful behaviors (crisis intervention);
14. Understand the importance of teaching self-regulation skills to promote prosocial skills, prompt self-determination, and improve quality of life;
15. Demonstrate a functional knowledge of functional behavioral assessment and its role in understanding challenging behaviors;
16. Demonstrate a functional knowledge of how to analyze and summarize assessment information;
17. Demonstrate the ability to match the appropriate strategies with the level and intensity of need, using assessment data as a guide;
18. Demonstrate the ability to design a multi-component behavior support plan that includes interventions at the class level (classroom/group strategies) and at the individual student level (Positive Behavior Support plan) with the goal of improving quality of life, choice and inclusion;
19. Demonstrate an understanding of team building and the importance of collaboration in the gathering of assessment information and the development of a PBS plan;

20. Understand the characteristics of childhood trauma, ACE's, and how they can impact a child's ability to learn and self-regulate;
21. Understand the fundamental principles in creating/building healthy relationships in the classroom which are based on tolerance and mutual respect;
22. Understanding the connection between behavior, discrimination, and ableism in school settings, and
23. Acknowledge and hear the voices of individuals with disabilities, including those who have been incarcerated.

Canvas

The following will be posted on Canvas:

- Syllabus and Course Schedule
- Assignments
- Slides from weekly lectures (in the Modules section)
- Qualitative and Quantitative assessment tools essential to completing your assignments
- Selected Readings and resources on Positive Behavioral Interventions and Support (PBIS) and related topics will be posted weekly under Canvas Modules and reviewed in class. These will serve as supplements to class lectures and text. It is the responsibility of each student to access Canvas to review these essential course resources.

Attendance and Participation

We learn from each other. If you are not present in class, we cannot benefit from your ideas, experiences, or observations. Due to the interactive nature of this course, attendance and participation are critical. More than three absences will result in a lower grade (in-class participation and in-class assignments).

Submission of Assignments

Submit all assignments through Canvas. Late work is accepted, however points will be deducted for late assignments.

Textbook, Curriculum & additional resources (in Canvas Modules Section):

1. ***Functional Assessment; Strategies to prevent & Remediate Challenging Behavior in School Settings.*** Lynette K. Chandler & Carol M. Dahlquist. Merrill Prentice Hall, fourth edition 2015.
2. Qualitative and Quantitative assessment tools essential to completing your assignments are posted on Canvas in the Modules section.
3. Selected Readings and resources on Positive Behavioral Interventions and Support (PBIS) and related topics will be posted weekly on Canvas (Modules) and reviewed in class. Canvas Modules will serve as supplements to class lectures and text. It is the responsibility of each student to check Canvas for essential course resources.
4. A suggested resource is the Association for Positive Behavior Support website (www.APBS.org)

Course Requirements Students will be graded based on the following assignments:

1. **One-Page Support Guide** (Person Centered Planning tool, Tertiary Support) **25 points:** Work together with an individual, their family members, classmates and/or friends to develop a One-Page-Support Guide for them. A Template for the One-Page Support Guide, along with additional instructions and samples are posted on Canvas. *(Due on or before 2/10/25)*

2. **Classroom Climate Observation & Plan related to: Reviewing Your Methods of Establishing Classroom Rules & Procedures** (Tier II support) **30 points:** Complete this evaluation tool in your class/learning environment or in a classroom that you observe. Attach a brief one-page reflection of your observation, that includes a description of the educational setting and a list of the existing "class rules". This tool, along with additional instructions will be posted on Canvas. *(Due on or before 2/24/25)* U2.2, U2.3 U2.6,

3. **Classroom Climate Observation & Plan related to: Classroom Organizational Chart** adapted from Sprague & Golly (Tier II support) **30 points.** Observe in a classroom to obtain information needed to complete the Classroom Organizational Chart. Download the Class Org Chart (word doc) from Canvas and type your answers in the chart. Plan additional time before or after class to talk with the teacher in order to complete all of the questions. If you work in an educational setting, you can evaluate your own classroom for this assignment. Answer and reflect responding to the questions on the Chart. This chart, along with additional instructions are posted on Canvas. Plans for Deaf Education candidates must include a plan for positive deaf identity development. DHH2.9) (Due on or before 3/3/25), MM,U2.6,

4. **Qualitative Assessment Tools assignment** (60 points): Complete the following Qualitative Assessment Tools: 1) **A-B-C data form** (and the attached summary of patterns); 2) **Behavior Function Chart**; and choose two additional **Qualitative Assessment tools** from those posted in the Modules section of Canvas. You will be completing a total of four (4) Qualitative Assessment Tools for this assignment. Complete each assessment tool through interviews & observations and provide a brief reflection (no more than one page) for each tool. In your reflection, provide a brief summary of the info you obtained and describe whether or not you found the tool to be useful in the situation that you used it. These tools should be completed using a variety of people and situations. Additional instructions for this assignment (as well as the qualitative assessment tools) are posted on Canvas. *(Due on or before 3/24/25)*

5. **Course Project Parts 1 & 2 (Tertiary Support) 100 Points:** Each student is required to complete a Course Project which will include the following: 1. MM4.3], EX4.1

A Functional Behavior Assessment and a **Comprehensive Behavior Support Plan** focusing on the behavior of one person that you will have weekly contact with during this

semester. The Course Project is meant to be longitudinal in nature and instructions will be given out weekly in class.

Your Course Project will include two parts:

(Part 1) Functional Behavior Assessment: Answer seven questions identifying and defining the challenging behavior, gathering quantitative & qualitative data, identifying patterns, developing and testing your hypothesis as to the behavior function(s); MM2.5(EX2.8), U2.1

(Part 2) Developing your PBIS Plan: Answer four questions identifying functionally equivalent behaviors and/or skills to teach as a replacement for the challenging behavior, using systematic instruction including: identifying antecedent change strategies and consequence change strategies as part of your plan, and identifying qualitative lifestyle changes that may become a part of the plan. Qualitative changes to include supports for positive psychosocial/social-emotional development and self-determined behavior. MM1.7(EX1.4), U2.1

U2.1

Students are encouraged to discuss their project with the instructor during the semester (either by e-mail, before or after class or by zoom appointment). Instructions for Part 1 and Part 2 of the project are posted in the Modules section of Canvas, and will be discussed in class on a regular basis. **Please remember to include a copy of your data and assessment tools that you completed for your project. Your Course Project (Parts 1 and 2) is due on or before the end of the semester (5/12/25).** U2.2], MM2.6(EX2.9), MM2.10(EX2.13) EX4.1],

6. **Midterm Exam (80 points):** A midterm exam will be given on 4/14/25. It will consist of multiple choice, true-false and short answer questions. This will provide feedback to the instructor on how well students are processing information provided in class, from handouts, and from the assigned text. A list of study topics will be posted 2 weeks prior to the exam. EX4.1],

7. **Class Presentations (25 points):** Students will make a brief (3-5 minute) powerpoint presentation to the class summarizing their progress on their Class Project (#5 on the Syllabus, listed above). Presentations will be made at the start of classes following the Midterm. Additional instructions (5 questions to address) are posted on Canvas. Students will choose to present on one of the following dates: 4/21, 4/28, 5/5, or 5/12. Sign-ups for your presentation date will be the night of the midterm on 4/14/25),

Graduate Assignment (Graduate students ONLY requirement) 100 points (due on or before 5/12/25).

In addition to assignments 1-7, **graduate students** must complete a 15-page Research Paper on Positive Behavior Support. The paper must be typed and use APA citation and reference formats with 12-point font, Times New Roman. Please use the following headings:

- Introduction to Positive Behavior Support (1/2 page)
- History of PBS (1 page)
- Literature Review (10 pages)
- How is PBIS used in the School Setting? (2 pages)

- How do cultural issues, disproportionality, and Adverse Childhood Experiences (ACE's) impact student behavior; and how can inclusive supports, building healthy relationships and PBS help? (1 page)

- Conclusion (½ page)

Resources: Assoc. of Positive Behavior Supports <https://www.apbs.org/>
 Home & Community PBS Network <https://hcpbs.org/>
 Positive Behavioral Interventions & Supports www.pbis.org

Grading

Undergraduate Students

	ASSIGNMENT	POINTS
	One Page Support Guide (person-centered planning)	25
	Classroom Climate Observation & Plan: develop classroom rules & procedures (Tier 2 support)	30
	Classroom Climate Observation & Plan: Classroom Organization Chart (Tier 2 support)	30
	Qualitative Assessment Tools Assignment (4 completed tools + reflections)	60
	Midterm Exam	80
	Class Presentations	25
	Course Project: FBA and PBS Plan (Tertiary Support)	100
	TOTAL POINTS	350

Grading

Graduate Students

ASSIGNMENT	POINTS
One Page Support Guide (person-centered planning)	25
Classroom Climate Observation & Plan: develop classroom rules & procedures (Tier 2 support)	30

Classroom Climate Observation & Plan: Classroom Organization Chart (Tier 2 support)	30
Qualitative Assessment Tools Assignment (4 completed tools + reflections)	60
Midterm Exam	80
Class Presentations	25
Course Project: FBA and PBS Plan (Tertiary Support)	100
Graduate Research Paper	100
TOTAL POINTS	450

Grade	Description
A	OUTSTANDING: Performance reflects an integration of information, and application of theory and research to practice. Projects and exams are thoughtful, comprehensive, well organized and clearly written.
A-	
B+	
B	VERY GOOD: Performance reflects competencies that surpass a basic level of understanding and skill, and that indicate some ability to integrate and apply information.
B-	
C+	
C	SATISFACTORY: Performance reflects minimum level of competency attainment, understanding and skill.
C-	
D+	
D	UNSATISFACTORY: Performance reflects less than minimum level of competency attainment, understanding and skills. Does not meet graduate level and professional standards.
D-	
F	
	UNSATISFACTORY: Performance does not meet expectations for basic competency attainment.

GRADE STRUCTURE (Undergraduate)

Points/Grade:

320-350	A	285-309	B	250-274	C
315-319	A-	280-284	B-	245-249	C-
310-314	B+	275-279	C+	210-244	D
		Less than 210	F		

GRADE STRUCTURE (Graduate students ONLY)

Points/Grade:

411-450	A	367-397	B	321-352	C
405-410	A-	360-366	B-	315-320	C-
398-404	B+	353-359	C+	270-314	D
		Less than 270	F		

Please do not call the SPED office to report absences

March 17 Spring Break (No Class)

March 31st Cesar Chavez Day (No Class/Campus Closed)

Assignments

Written work is graded on content, clarity, organization and grammar.

Please type all assignments and submit copies of the assessment tools you used.

Please proofread and use spell check before submitting assignments.

Please do not use abbreviations in written work (e.g., w/ for with, b/c for because, etc.).

Please use People First Language (students with...). See this link for more information about

People- first language: <https://tcdd.texas.gov/resources/people-first-language/>

Late work is accepted, however points will be deducted for late work submissions.

Academic Dishonesty

Intentional or unintentional plagiarism-is not tolerated. Please be certain that your words are your own, and cite others as often as necessary. CSUN disciplinary action regarding plagiarism is outlined here: http://catalog.csun.edu/policies/_academic-dishonesty/. If you are not clear on what constitutes plagiarism, here is a good resource from the University Library:

<http://library.csun.edu/Guides/ResearchStrategies/AvoidingPlagiarism>

Shepard SPED 402 SPRING 2025 COURSE SCHEDULE

Monday 4:00 p.m. – 6:45 p.m. Ticket 15668

SPED Office: (818) 677-2596

Office Hours: 30 minutes before or after class BY APPOINTMENT

Promoting and Supporting a Positive and Inclusive School Climate

Required & Supplemental Readings: **Functional Assessment; Strategies to prevent & Remediate Challenging Behavior in School Settings.** Lynette K. Chandler & Carol M. Dahlquist. Merrill Prentice Hall, Fourth edition.

Selected Readings & handouts will be distributed weekly via Canvas (Modules section). Resources on Positive Behavioral Support and related topics will be provided weekly on Canvas under Modules. In order to view handouts, each student must access their Canvas account. The text will serve as a supplement to Canvas posts and class lecture. Other suggested resources are the Assoc. for Positive Behavior Support website- www.APBS.org, and Home & Community PBS Network- <https://hcpbs.org/>

Week 1 1/27/25

Overview of the Course, with online course expectations and guidance

Group Activity: Person Centered Activity – demonstrate supports for increasing responsibility for learning and self-advocacy **MM1.6(EX1.11)** **[MM4.7(EX4.8)]**, (5 Questions for everyone to introduce themselves)

Professional responsibility for positive outcomes for students with challenging behavior **U6.5**

Review Syllabus and Overview of Course assignments

Review Assignments: Begin Course Project (#5 on your syllabus).

Resources on Canvas (Modules Section):

- Resources related to Positive Behavior Support, formative articles on PBS/PBIS;
- Quantitative Assessment Tools (#4 on Course Project)
- Qualitative Assessment Tools (#5 on Course Project)

Check Canvas for HOMEWORK ASSIGNMENT to compete for Week 2:

Be prepared to share your results through a zoom survey at the beginning of class in Week 2.

Reading assignment: Chapter 1 of Chandler & Dahlquist

Week 2 2/3/25

Complete this survey on yourself: *What is your Learning Style* (Conner). You will find it posted on Canvas under the Modules Section.

Overview of Positive Behavior Support. **U2.3]**, **[MM4.3]**, **[EX4.1]**, Functional Assessment strategies; A-B-C, Scatter Plot, Learning Modalities **[MM2.5(EX2.8)]**; Operational Definition of Behavior; Quantitative Assessment tools, Learning Style/Modality exercise. Begin review of Qualitative Assessment Tools

The importance of Communication For All: **[EX4.1]**

Patrick Otema (deaf in Africa; before & after access to communication-Unreported World) <https://www.youtube.com/watch?v=AHfC6jqBhkk>, importance of representing unique Deaf role models for the development of positive self-identity **[DHH2.9]**, Discussion and reflection **[DHH2.9]**, Sue Rubin (autism is a world) and Jacob Winder (eye gaze tracking); captioned videos to stimulate discussion & learning **[DHH2.4]**, **[DHH2.4]**

Review Quantitative and Qualitative Assessment Tools posted in Canvas Modules section

HW: Work on your Operational Definition of Behavior for your Course Project (you are invited to share your draft during our next class)

Reading assignment: Chapter 2 of Chandler & Dahlquist

Canvas: Review the Qualitative Assessment tools which you will use for your Assessment Tools Assignment (#4 on your syllabus) and for your Course Project (#5 on your syllabus)

Slides from Week 2, Learning Style/Modality questionnaires, Operational Definition of Behavior

Week 3: 2/10/25

Assignment #1 Due: *One-Page Support Guide*

Overview of School-wide PBS U2.6, MM2.6(EX2.9), & Review samples of Operational Definitions; Continue to review Qualitative Assessment tools, Positive Env. Checklist U2.2,

Behavioral Motivations exercise (and Behavior Function Chart)

Review Communication Dictionaries], [

WHY take Data? [U5.1] Overview of Quantitative vs. Qualitative data

On Canvas: Resources on SW-PBIS, Definitions of Behavior Strategies (Reinforcement, Punishment, Discriminative Stimuli, etc.); Continue to review Qualitative Assessment Tools; Slides from SW-PBIS; Evaluating your methods of establishing Classroom Rules & Procedures; Classroom Organizational Chart. Additional resources: Positive Behavioral Interventions & Supports www.pbis.org & *Student Perspectives on Implementation and Impact of Positive Behavioral Interventions and Supports (PBIS) in Their Middle Schools*, (2022).

Readings: Chandler & Dahlquist Text: Chapter 3 & 4

Week 4: 2/17/25

Reactive Behavior Support Strategies: Reinforcement, punishment, extinction, differential reinforcement, etc.

Finalize your Operational Definition of the Behavior for your Course Project and continue to take Quantitative and Qualitative data.

GROUP EXERCISE: Behavior motivations for “Jack” U2.6, MM2.5(EX2.8), [MM4.3], [EX4.1], U5.1, U6.5

On Canvas: Behavioral Definitions (SR+, SR-, P+, P-, Extinction, etc.), Proven Effective Classroom Practices, Slides from lecture, Resources on Using Praise, *Evidence Review for Teacher Praise to Improve Students’ Classroom Behavior* (Moore, et.al, 2019); [Behavior Function Chart [EX4.1],

Read Chapter 5 in Chandler & Dahlquist Text

Week 5: 2/24/25

Assignment #2 Due: *Reviewing Your Methods of Establishing Classroom Rules & Procedures* U2.6, U6.5

Guest speakers Toby & Jereth (pending their work schedules) speaking on behavior support in their lives, self-advocacy, self-determination, & transitions [

[MM1.6 EX1.11], [MM1.7(EX1.4) [U4.5], [U4.5], [EX4.1], [EX4.1],

Eliminating the use of restraints & seclusion(Toby)

Nazi Germany's Forgotten Holocaust, Dark History of California's State Hospitals

"In Jennifer's Room" (Video detailing events at Sonoma Developmental Center)

On Canvas: Nazi Germany's Forgotten Holocaust, Dark History of CA State Hospitals leading to the civil rights movement of De-Institutionalization. How abuse and neglect correlates with segregation and isolation.

Ronda's Story, (Shepard & Michaelson) from: Individual Positive Behavior Supports, A Standards-Based Guide to Practices in School and Community Settings, Brown, Anderson & De Pry, Ed's. 2015, Brookes Publishing [MM2.7(EX1.10)]

Readings: Chandler & Dahlquist Text: Chapter 6

Week 6: 3/3/25

Assignment #3: *Classroom Organizational Chart due*

Review of Reinforcement; Reinforcement Group Activity U2.3,

Finish reviewing Qualitative Assessment tools packet, Problems with the use of Punishment, Differential Reinforcement (DRA, DRC/DRI).

On Canvas:

Reinforcement definitions, Procedural Chart (reinforcement/punishment/extinction)

Canvas:-APBS Standards of Practice

-Calif Behavior Regs (review in class)

-IDEA & PBS (Canvas)

SPED Law & Rti Practices (Canvas); *Reducing 'Challenging' Behavior By Training Support Staff to Promote Dignity and Respect* (Friedman, 2020) U2.1

Readings: Chandler & Dahlquist Text: Chapter 7

Week 7: 3/10/25

Research on inclusive practices (K. Gee) [MM2.8(EX2.11)] State Dept. of Educ. Behavior Regulations; Shaping Game to assist with social skills [MM2.10(EX2.13)]

On Canvas:

Review of California State Behavior Regulations

Proactive Behavior Support Strategies (Discriminative & Ambient Stimuli, Ecological Factors/Setting Events)

Canvas:-APBS Standards of Practice

-Calif Behavior Regs (review in class) -IDEA & PBS (Canvas)

SPED Law & Rti Practices (Canvas); *Positive Greetings at the Door: Evaluation of a Low-Cost,* (Cook, et.al, 2018).

Readings: Chandler & Dahlquist Text: Chapter 8 & 9

3/17/25 - NO CLASS - SPRING BREAK - No instruction

On Canvas: Resources related to autism

Temple Grandin: Reinventing Autism

Temple Grandin: Focus on Autism & Asperger Syndrome

Ari Ne'eman: First Presidential Appointee with autism

Autism Therapy more successful when typical peers are involved

Advancing Futures for Adults with Autism File

Creating Meaningful Life Opportunities for People with ASD , Should My Child take Medicine for Challenging Behavior? (Autism Speaks)

Improving Motivation for Academics in Children with Autism (Koegel)

Week 8: 3/24/25

ASSIGNMENT #4 DUE: ASSESSMENT TOOLS Assignment

Midterm study topics posted on Canvas

Stress, Relaxation & Coping Strategies, Shaping, Task Analysis, Systematic Instruction, Chaining, Prompting & Cuing strategies; **The “Magic” and effectiveness of Individualized Visual Schedules.**

Canvas: PBS for people who don't communicate traditionally (labeled “non-verbal”); [Resources on Stress, Relaxation & Coping Strategies, Slides from Stress ppt

Midterm Study Topics posted

Developmentally and Tailored Teaching Strategies: Task Analysis, Prompting Strategies [[U1.4],

Best Practice Briefs; prompts & corrections; *Empirically Derived Profiles of Teacher Stress, Burnout, Self-Efficacy, and Coping and Associated Student Outcomes* (Herman, et.al 2018).

Readings: Chandler & Dahlquist Text: Chapter 10

3/31/25: NO CLASS (Cesar Chavez Day- Campus closed)

Week 9: 4/7/25

Overview of Hypothesis testing: Hypothesis testing group exercise MM2.6(EX2.9),

Teaching Functionally Equivalent Behavior (Replacement Behaviors & Skills)[
Review Part 2 of Course Project

Canvas: Hypothesis Test Chart, Course Project Part 2, Functional Equivalence and Systematic Instruction, Teaching Strategies, Systematic Instruction
Social Skills Curriculum, Self-advocacy, Best Friend group exercise [MM1.6(EX1.11)], U2.3],

Practice: Advocacy for support in the LRE [MM2.8(EX2.11)]

Alternative communication & teaching social skills [MM2.10(EX2.13)],

Review some sample Midterm test questions

Canvas: Teaching Social Skills & Building Healthy Relationships Slides on Social Skills and Friendships (Angela Amado)

Readings: Chandler & Dahlquist Text: Chapter 11 & 12

Week 10: 4/14/25

MIDTERM EXAM taken through Canvas link (No Lecture following Midterm)

You can take the midterm online at home, or bring in your laptop to take it on Canvas in class, on campus in our regular room. You can sign up for your Class Presentation date (assignment #7) at the end of the midterm.

Week 11: 4/21/25

Review of Midterm

Class Presentations begin (Assignment #7 in your syllabus) Powerpoint presentations 3-5 min each; De-Escalation strategies practice activity (Part 1)

[MM2.7(EX1.10)] **Canvas:** Cultural Issues in Supporting People with difficult behaviors

Week 12: 4/28/25

Class Presentations continue (Assignment #7 in your syllabus) Powerpoint presentations 3-5 min each, ,

Lecture & Canvas Activities: The impact of Trauma and PTSD, describing the impact of ACE's: (Adverse Childhood Experiences) and supporting positive psychosocial development;[MM1.7(EX1.4)] ,

Addresseing instances of intolerance and harassment based on student identities (DHH2.4,DHH2.4)

How childhood trauma affects health across a lifetime; Nadine Burke Harris: video

<https://www.youtube.com/watch?v=95ovIJ3dsNk&t=3s> *Locked Up and Locked Down:*

Segregation of Inmates with Mental Illness (2016) <https://jaapl.org/content/38/1/104>

Week 13: 5/5/25

Class Presentations continue (Assignment #7 in your syllabus) Powerpoint presentations 3-5 min each

Crisis Management and models for proactive de-escalation (Part-2)

Canvas: Eliminating the use of Restraint & Seclusion; Self-Inflicted Violence; additional Person Centered Planning tools (PATH, Maps, Essential Lifestyle Planning, etc.)

[MM4.7(EX4.8)],

Week 14: 5/12/25 LAST DAY OF CLASS

Finish Class Presentations (Assignment #7 in your syllabus)

PBS Course Project due.

Last day to turn in any make-up work

NO EXAM! Last day to turn in your Final Course Project, Parts 1 & 2. PLEASE include the assessment tools you used.

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