

Positive Behavior Support

EDSE 279

Summer 2026 Section 80 Fully Online 3 Unit(s) 07/06/2026 to 08/07/2026 Modified 06/08/2026

Contact Information

Instructor:	Crista Thomas
Email:	crista.thomas@sjsu.edu or via Canvas messaging
Office Hours:	By appointment
Class Days/Time:	Mondays & Wednesdays 4-7:45 PM (4-6 synchronous on Zoom, 6-7:45 asynchronous)
Classroom:	Zoom & asynchronous

Course Information

Course Format: Remote

This class meets on Zoom from 4-6 pm on Mondays & Wednesdays. Remaining coursework is completed asynchronously.

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

* Classroom Protocols

It is expected that you are present and participating fully on Zoom. Join class from a quiet location, remove distractions, and avoid multi-tasking. Engage fully in the class discussions and assignments.

☰ 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) (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 collaboratively 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

Course Materials

Required Text - Purchase / Rent Now

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

Pearson e-text preferred

Course Requirements and Assignments

Course Assignments:

Online Asynchronous Modules (4 x 20 points) 80 points Students will complete online asynchronous work in CANVAS between each class meeting.

In-Class Participation (10 x 10 points) 100 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 30 points

Students will submit a weekly plan for a content area that includes at least three different effective instructional practices and rationale for how the use of those instructional practices are expected to positively impact the behavior of students in your class.

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 70 points

Students will develop a Functional Behavioral Assessment to address a challenging behavior. The FBA Assignment will include 2 forms of indirect data collection, 2 direct data methods one of which must be A-B-C data, an analysis of data, a hypothesis, and a behavior intervention plan with a plan for monitoring the data.

✓ Grading Information

Assignment	Points	Percent of Grade	CLOs & TPEs Addressed
Online Work	80	24%	CLO 1 - 6 U 1.1, 2.2, 2.3, 2.6, 6.2 MMSN 1.7, 2.5, 2.6, 2.7, 4.3 ESN 1.4, 2.6, 2.8, 2.9, 2.13, 4.1 EDSE 1.6, 2.4, 4.7
In-Class Participation	100	29%	CLO 1 - 6 U 2.2, 2.6, 6.2 MMSN 1.7, 2.5, 2.6, 2.7, 4.3 ESN 1.4, 2.8, 2.9, 2.13, 4.1 ECSE 1.6, 4.7
Classroom Instructional Plan	30	9%	CLO 1, 4, 5, 6 U 2.3, 2.6, 6.2 ECSE 4.7
Classroom Management Plan	60	17%	CLO 1, 4, 5, 6 U 2.3, 2.6, 6.2 ECSE 4.7
FBA Assignment	70	21%	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

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

Class meets on Zoom from 4-6 pm on Mondays & Wednesdays. Remainder of work is completed asynchronously. See assignments page for specific due dates and descriptions of asynchronous work.

When	Topic	Notes
Zoom Meeting Week 1 Monday 07/06/2025 4:00 PM - 6:00 PM Zoom	Intro to Course & Foundations of Behavior Management	Work on Asynchronous Module 1 outside of class
Zoom Meeting Week 1 Wednesday 07/8/2025 4:00 PM - 6:00 PM Zoom	Preventing Challenging Behavior Through Schoolwide Positive Behavior Intervention & Support	Work on Asynchronous Module 1 outside of class
Zoom Meeting Week 2 Monday 07/13/2025 4:00 PM - 6:00 PM Zoom	Preventing Challenging Behavior through: <ul style="list-style-type: none"> • Expectations & Procedures • Effective Use of Scheduling, Climate, & Classroom Planning and Organization • High-Quality Instruction 	Asynchronous Module 1 Due at Start of Class Work on Asynchronous Module 2 outside of class
Zoom Meeting Week 2 Wednesday 07/15/2025 4:00 PM - 6:00 PM Zoom	Preventing Challenging Behavior through: <ul style="list-style-type: none"> • Expectations & Procedures • Effective Use of Scheduling, Climate, & Classroom Planning and Organization • High-Quality Instruction 	Work on Asynchronous Module 2 outside of class
Zoom Meeting Week 3 Monday 07/20/2025 4:00 PM - 6:00 PM Zoom	Preventing Challenging Behavior Through Behavioral Monitoring	Asynchronous Module 2 Due at Start of Class Work on Asynchronous Module 3 outside of class

<p>Zoom Meeting Week 3 Wednesday 07/22/2025 4:00 PM - 6:00 PM Zoom</p>	<p>Determining the Reasons for Challenging Behavior Through Functional Assessment</p>	<p>Classroom Instructional Plan Due Work on Asynchronous Module 3 outside of class</p>
<p>Zoom Meeting Week 4 Monday 07/27/2025 4:00 PM - 6:00 PM Zoom</p>	<p>Social Skills Instruction & Intro to Reinforcement</p>	<p>Asynchronous Module 3 Due at Start of Class Work on Asynchronous Module 4 outside of class</p>
<p>Zoom Meeting Week 4 Wednesday 07/29/2025 4:00 PM - 6:00 PM Zoom</p>	<p>Specific Reinforcement Applications & Behavior Reductive Interventions</p>	<p>Classroom Management Plan Due Work on Asynchronous Module 4 outside of class</p>
<p>Zoom Meeting Week 5 Monday 08/03/2025 4:00 PM - 6:00 PM Zoom</p>	<p>Review/Wrap-Up</p>	<p>FBA Assignment Due Asynchronous Module 4 Due at Start of Class</p>
<p>Zoom Meeting Week 5 Wednesday 08/05/2025 4:00 PM - 6:00 PM Zoom</p>	<p>Review/Wrap-Up</p>	