Course Syllabus
CFD 671: Positive Behavior Support and Early Interventions
Spring 2014
Department of Child and Family Development
College of Education ~ San Diego State University

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Office Location: 3665 Kearny Villa Road, Suite 200
Office Hours: By appointment

Class Meeting Time/Location: Tuesdays, 6:00-8:40 pm / Physics 149
Schedule number: 20556
Blackboard: https://blackboard.sdsu.edu/
Student Computing Center: http://scc.sdsu.edu/home.php
Student Disability Services: http://www.sa.sdsu.edu/sds/index.html

COURSE DESCRIPTION
CFD 671 is designed to prepare prospective and practicing early childhood professionals (i.e., teachers, psychologists, social workers, early childhood mental health consultants) to implement developmental guidance practices and positive behavior support interventions for young children from birth through age 8. This course emphasizes current best practice in providing appropriate environments and designing, implementing, and evaluating individual interventions to promote emotional development, social skills, and appropriate behavior in the context of home-and center-based early care and education programs. This course provides a foundation in RTI (Response to Intervention) to promote developmentally appropriate environment and relationship-based program for young children to reduce the probability of behavioral and emotional problems.


STUDENT LEARNING OUTCOMES
1. Discuss and apply principles and processes of emotional development in young children and problems that may arise due to disabilities, delays and at risk conditions.
2. Discuss and apply principles and processes of social development in young children and problems that may arise due to disabilities, delays and at risk conditions.
3. Identify and analyze biological and environmental correlates of challenging behaviors most frequently displayed by young children from birth to age eight.
4. Implement developmental guidance practices to create physical and social environments that support early social-emotional development and self-control.
5. Conduct functional behavior assessments to identify critical aspects of behavior.
6. Develop, implement, and evaluate individualized behavior support interventions that are age-appropriate for young children, utilize positive programming practices, and include proactive, educative, and reductive approaches.
7. Describe mental health interventions for young children and families as a support to educational interventions.

**COURSE FORMAT**
This course will employ multiple methods to assist students in accomplishing the course objectives listed above. These methods include participation in individual, small group and large-group activities, case studies, lectures, and out-of-class fieldwork experiences. Students will be expected to apply concepts and knowledge gained from the course experiences to their field experience setting.

**REQUIRED TEXTS AND MATERIALS**


*Additional Readings will be posted each week on Blackboard.* PDF files are located on Blackboard in a file called Required Readings. Optional/supportive readings listed in the Course Calendar are located on Blackboard in a file called Optional Readings.

**Blackboard Account:** All students are required to have a blackboard account. [https://blackboard.sdsu.edu/webapps/login/](https://blackboard.sdsu.edu/webapps/login/)

**Additional Support for your Learning:** Students wishing assistance with assignments may use the Mentor Center located in the Department of Child and Family Development - Room 400 in the Education Business Administration Building at SDSU.

**ASSESSMENT AND GRADING**

**Assignments: 100 points**

1. **Class Attendance:** Attendance at every class meeting is expected, as large amounts of information will be covered at each session and there will be in-class activities to apply your knowledge of content. Please be prepared to attend all class sessions. A subset of class activities will be collected for credit. 10 points.
2. **Midterm and Final Exams:** A synthesis test of application questions will comprise the midterm and final exams and assess student ability to apply the content of the course to case studies and program/family scenarios. There will be two exams, each worth 15 points. 30 points total.
3. **Inventory of Practices for Promoting Social Emotional Competence (Tier 1):** Students will complete the *Inventory of Practices for Promoting Social Emotional Competence* published by CSEFEL to identify the strengths and needs of their field experience program. Based on the inventory, students will write an Action Plan to address those needs. 15 points.

4. **Social Emotional Teaching Strategy Project (Tier 2):** Students will create an original social story OR a visual strategy (choice, chart, visual schedule, first/then board) to strengthen the social and/or emotional competencies of a small group of children. All materials and a completed lesson plan (template provided) must be included with the project. 10 points.

5. **ASQ: SE and Parent Survey:** Complete the Ages and Stages Questionnaire: Social Emotional and Parent Survey with the same family you completed the assessment in CSP 623. The completed questionnaire and survey should be turned in to Cassandra Conboy in EBA 401B by 6:00pm on the due date (4/29). If the family with whom you completed the assessment in CSP 623 has since moved and is no longer available, you must also complete the ASQ: SE and Parent Survey with a new family by February 4. This will be the same family with whom you complete the end-assessment in April. Turn in the completed questionnaire and survey to Cassandra Conboy in EBA 401B by 6:00 pm on 2/4. 5 points (for one or both, as required).

6. **Positive Behavior Support Plan Portfolio (Tier 3):** Students will complete a field experience portfolio that documents their ability to apply the following professional practices: conduct a functional assessment interview, collect observational data, develop a behavioral hypothesis, and design a behavior support plan. 30 points.

**Grading**
Grades will be determined on a point basis as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation in Class Activities</td>
<td>10</td>
</tr>
<tr>
<td>Midterm and Final Exams: 2 @ 15 points each</td>
<td>30</td>
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<tr>
<td>Inventory of Practices</td>
<td>15</td>
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<tr>
<td>Social Emotional Teaching Strategy Project</td>
<td>10</td>
</tr>
<tr>
<td>ASQ: SE &amp; Parent Survey</td>
<td>5</td>
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<tr>
<td>Positive Behavior Support Plan Portfolio</td>
<td>30</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
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**Grading Scale**

- **A** 93-100 points
- **A-** 90-92 points
- **B+** 87-89 points
- **B** 83-86 points
- **B-** 80-82 points
- **C+** 77-79 points
- **C** 73-76 points
- **C-** 70-72 points
- **D+** 67-69 points
- **D** 60-66 points
- **F** 59 points or below

Grading is based on a 100-point total score. To check your grade over the course of the semester access the Blackboard site, go to the “Student Tools” tab and select “Check Grade.”
Late and Missing Assignments

- Assignments are due on the date specified in the syllabus at the beginning of class. Late assignment policy: 10% will be deducted for each week or portion of a week the assignment is late with a maximum of 30% off if the assignment is later than 3 weeks. Assignments later than 3 weeks will not be accepted for credit.

- Make-up exams will not be allowed except for serious and verifiable reasons. Make up exams will be entirely essay exams and scheduled outside of class time.

Tentative Course Calendar

**Texts:** *Challenging Behavior in Young Children: Understanding, Preventing, and Responding Effectively* - **CBYC**

*Prevent, Teach, and Reinforce for Young Children: The Early Childhood Model of Individualized Positive Behavior Support* - **PTR**

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<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings/ Assignments Due</th>
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| 1/28 | Introduction  
  • Class introductions  
  • Overview of Positive Behavior Support and Early Interventions  
  • Review of Syllabus | DUE: ASQ: SE and Parent Survey  
(IF PREVIOUS FAMILY MOVED)  
(submit to Cassandra Conboy in EBA 401B by 6:00 pm)  
**Required Readings:**  
CBYC, Chapters 2 & 3  
| 2/4  | Core Emotional, Behavioral, and Social Competencies for Young Children  
Theoretical Models of Challenging Behavior  
Behind the Behavior  
• Risk and Protective Factors  
• The Role of Temperament | |
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| 2/11 | Behind the Behavior  
• The Role of Family Life  
• The Role of Culture  
Promoting Social Emotional Competence (Tier 1)  
• Responsive Relationships  
Inventory of Practices Overview | Required Readings:  
CBYC, Chapter 5, 6 and 12  
| 2/18 | Promoting Social Emotional Competence (Tier 1)  
• Supportive Environments  
Intervention in Everyday Settings (Tier 1)  
• Home-Based Strategies  
• Classroom-Based Strategies | Required Readings:  
CBYC, Chapters 7 & 8  
Optional/Supportive Reading:  
| 2/25 | Targeted Social Emotional Supports (Tier 2)  
• Social Stories  
• SCERTS  
• Floor Time/PLAY Project  
• Visual supports | DUE: Inventory of Practices for Promoting Social Emotional Competence  
Required Readings:  
CBYC, Chapters 9 and 11  
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<th>Date</th>
<th>Event</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>3/11</td>
<td>Midterm Exam</td>
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| 3/18  | Individualized Intensive Intervention (Tier 3) | Required Readings: PTR, Chapters 1, 2, and 3  
Optional/Supportive Reading: Blair, K. & Fox, L. (2011). *Facilitating Individualized Interventions to Address Challenging Behavior*. Sections 1, 2, 3, & 4 |
| 3/25  | Individualized Intensive Intervention (Tier 3) | Required Readings: PTR, Chapters 4 & 5  
| 4/1   | Spring Recess                      |                                                                                   |
| 4/8   | Individualized Intensive Intervention (Tier 3) | Required Readings: PTR, Chapter 6, & Appendices A, B & C  
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<th>Topic</th>
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<tr>
<td>5/6</td>
<td>Recognizing and Addressing Trauma-Related Needs of Young Children</td>
<td>DUE: Positive Behavior Support Plan Portfolio (Tier 3)</td>
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<tr>
<td>5/13</td>
<td>Final</td>
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**ADDITIONAL COURSE POLICIES**

**ACADEMIC HONOR**

**Cheating**
Instances of cheating may result in failure of the course and referral for disciplinary procedures that may result in dismissal from the university.

**Plagiarism**
Plagiarism is simply the use of others’ words and/or ideas without clearly acknowledging their source. As students, you are learning about other people’s ideas in your course texts, your instructors’ lectures, in-class discussions, and when doing your own work. When you incorporate those words and ideas into your own work, it is of the utmost importance that you give credit where it is due. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to SDSU’s Office of Judicial Procedures. To avoid plagiarism, you must give the original author credit whenever you use another person’s ideas, opinions, drawings, or theories as well as any facts or any other pieces of information that are not common knowledge. Additionally quotations of another person’s actual spoken or written words; or a close paraphrasing of another person’s spoken or written words must also be referenced. Accurately citing all sources and putting direct quotations – of even a few key words – in quotation marks are required. For further information on plagiarism and the policies regarding academic dishonesty go to the Course Catalog section on Standards for Student Conduct (41310).

**DISABILITY ACCOMMODATIONS FOR STUDENTS**
Students who need accommodation of their disabilities should contact the instructor privately, within the first two weeks of the semester, to discuss specific accommodations for which they have received authorization. If you have a disability, but have not contacted Student Disability Services at 619-594-6473 (Calpulli Center, Suite 3101), please do so before making an appointment to see the instructor.

**RELIGIOUS ACCOMMODATIONS FOR STUDENTS**
Students who need to be absent from class due to the observance of a religious holiday or participate in required religious functions must notify the instructor in writing as far in advance of the holiday / obligation as possible. Students will need to identify the specific holiday or obligatory function in their written communication. Students will not be penalized for missing class due to religious obligations / holiday observance. The student should contact the instructor to make arrangements for making up tests/assignments within a reasonable time (as determined by the instructor).

**MILITARY PERSONNEL STATEMENT**
A student who is a member of the National Guard, Reserve, or other U.S. Armed Forces branch and is unable to complete classes because of military activation may request complete or partial administrative unrestricted withdrawals or incompletes depending on the timing of the activation.

**HARASSMENT PROHIBITED**
SDSU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status and other protected veteran status. Violations of this policy may result in disciplinary
action, including termination of employees or expulsion of students. Contact the Office of Employee Relations and Compliance (http://oerc.sdsu.edu/discrimharasstoc.htm) if you feel another student or an SDSU employee is harassing you based on any of the factors above.

GRADE APPEALS
The professional responsibility for assigning grades is vested in the instructor of the course, and requires the careful application of professional judgment. A student wishing to appeal a grade must first meet with the instructor who assigned the grade to try to resolve the dispute. If the dispute cannot be resolved directly with the course instructor, contact the Office of the Ombudsman at SDSU Student Affairs at: http://www.sa.sdsu.edu/ombuds/index.html.