EAST TEXAS A&M

SPED 463 0SW, Effective Classroom Management and Positive Behavioral Interventions and Supports

COURSE SYLLABUS: Fall 2025, Zoom Synchronous

INSTRUCTOR INFORMATION

Instructor: Tiffany Solis-Sims, MS, Adjunct Professor
Office Location: on-line office hours by appointment
Office Hours: By appointment virtual
Office Phone: Personal cell phone 214-335-3307, please text first
University Email Address: Tiffany.Solis@tamuc.edu
Preferred Form of Communication: **University Email**
Communication Response Time: Using University Email- within 48 hours Monday-Friday, weekends and holidays may take longer
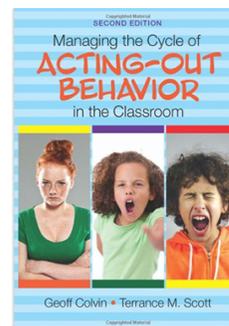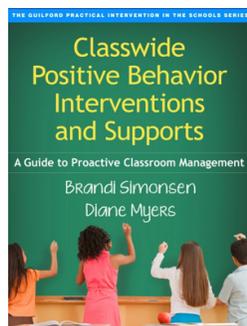
COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbooks Required:

Simonsen, B. & Myers, D. (2015). Classwide Positive Behavior Interventions and Supports: A Guide to Proactive Classroom Management. Guilford Publishing.

Colvin, G.T. & Scott, T.M. (2015). Managing the Cycle of Acting-Out Behavior in the Classroom. Corwin Publishing.

The syllabus/schedule are subject to change.

Course Description

This course is designed to explore best practices of effective classroom management and individual behavior intervention strategies. Emphasis will be given to creating proactive learning environments through positive behavioral interventions and support. Discussions of Functional Behavioral Assessments and Behavior Intervention Plans will be included. (Hours: 3)

Student Learning Outcomes

Student Learning Outcomes	§235.131. Special Education Standards: Early Childhood–Grade 6	§235.133. Special Education Standards: Grades 6-12
Students will demonstrate understanding and will apply knowledge of instructional classroom management and the application of Positive Behavior Support	(g)(2) demonstrate knowledge of developmentally appropriate preventative and responsive practices that contribute to a positive and safe learning environment; (g)(3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);	(g) (2) demonstrate knowledge of a range of preventative and responsive practices, appropriate for students, ages 11-22, that contribute to a positive and safe learning environment; (g) (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
Students will demonstrate understanding and will apply knowledge of special education terminology and definitions as it relates to behavior management	**(g)**(23) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);	**(g)** (22) demonstrate knowledge and apply principles of Applied Behavior Analysis (ABA);
Students will demonstrate understanding and will apply knowledge of procedures of assessment for planning classroom management	**(g)** (22) provide positive and constructive specific, developmentally-appropriate, and explicit feedback to guide student behavior;	(g)(21) provide positive and constructive-specific, developmentally-appropriate, and explicit feedback to guide student behavior;
Students will demonstrate understanding and will apply knowledge of the necessity of assessing and teaching social skills	**(g)** (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates; (g) (20) understand how factors, including family,	**(g)** (19) demonstrate knowledge of the impact of behavior on the learning of students and classmates; (g) (20) understand how factors, including family,

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	community, exceptionalities, and trauma impact student behavior in the learning environment;	community, exceptionalities, and trauma impact student behavior in the learning environment;
Students will demonstrate understanding and will apply knowledge of how persistent behavior problems develop and the implementation of appropriate intervention strategies	(g)(10) establish, explicitly teach, and maintain clear expectations for student behavior; (g) (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;	**(g)**(10) establish, explicitly teach, and maintain clear expectations for student behavior; (g) (11) demonstrate knowledge of research-based de-escalation strategies to effectively address aggressive behavior;
Students will demonstrate understanding and will apply knowledge of a continuum of behavior support	(g)(3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);	(g) (3) demonstrate knowledge of classroom and schoolwide systems of Positive Behavioral Intervention and Supports (PBIS);
Students will demonstrate understanding and will apply knowledge of Functional Behavior Assessment and Behavior Intervention Plans	(g)(4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA); (g)(5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);	(g) (4) demonstrate knowledge of the key components and purposes of a Functional Behavioral Assessment (FBA); (g) (5) demonstrate knowledge of the key components and purposes of a Behavior Intervention Plan (BIP);

COURSE REQUIREMENTS

The course will be online in synchronous format, with mandatory course meetings on Zoom on Mondays from 5:00-7:40pm. It will be important to keep up with the course work, as you will be required to participate in class discussions and activities that have specific time frames associated with them.

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Minimal Technical Skills Needed

To be successful in this course, you will need to know how to access and navigate (a) Desire2Learn, (b) Microsoft Word, (c) Microsoft Excel, and (d) Zoom.

Instructional Methods

Each week, you will be responsible for completing a module. Weekly modules will be released on Monday and will close on Sundays at 11:59pm.

Student Responsibilities or Tips for Success in the Course

To be successful in the course, take about 20 minutes prior to our Zoom meeting to log into D2L and review module expectations for the week. Plan out when you will complete your work throughout the remainder of the week. Make sure everything is completed on or before 11:59pm on Sunday night!

GRADING

Final grades in this course will be based on the following scale:

Total points corresponding to the final letter grades
A = 451- 500 Points
B = 401- 450 Points
C = 351- 400 Points
D = 301- 350 Points
F = 300 & >   Points

Quiz 1	75
Quiz 2	75
Quiz 3	75
Tier 1 Project	75
Tier 2 Project	75
Tier 3 Project	75
Discussion Post 1	15
Discussion Post 2	15
Discussion Post 3	15
Discussion Post 4	15
Total	500

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TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool
https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a East Texas A&M campus open computer lab, etc.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

https://community.brightspace.com/support/s/contactsupport

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

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Interaction with Instructor Statement

I will respond to email communication within 48 hours. Emails sent on the weekend or holidays will be answered by the following business day. Assignment grades will be posted within one week of the due date.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Please communicate as soon as you have a concern about missing a class, quiz, or assignment deadline.

Specific Requirements
1. **Use of Person-First Language:** You are expected to use Person-First language at all times when referring to individuals with a disability/diverse learning needs. "Person-First" language always refers to the person first and not as a label or category. This order serves as a reminder to the speaker and the listener that the person is always more than his or her disability and/or diverse learning needs. For example, refer to "a student with autism" and not "an autistic student". It is preferred that you say "students with disabilities" and not "disabled students". In addition, avoid such stigmatizing terminology as "confined to a wheelchair" (say "uses a wheelchair" instead—if you think about it, wheelchairs promote independence rather than confinement). Additionally, practice using the term "general education" in place of "regular education".

2. **Professionalism and class Participation:** The subject matter of this course, in particular, with its emphasis on the practical application is both challenging, and at times, wonderfully debatable. This is a space for you to practice professionalism with your peers and the instructor. Student participation and discussion are critical elements of the course structure.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct can be found at https://www.tamuc.edu/student-code-of-conduct/.

 If you believe someone has engaged in behaviors that do not align with the Code of Student Conduct or you have other concerns, please visit the File a Report page at https://www.tamuc.edu/office-of-student-rights-and-responsibilities/concerns-incident-reporting/

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
https://www.britannica.com/topic/netiquette

Academic Integrity

Students at East Texas A&M are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate student academic dishonesty policy
Undergraduate Academic Dishonesty 13.99.99.R0.03

Undergraduate student academic dishonesty policy
Undergraduate Student Academic Dishonesty Form

Graduate student academic dishonesty policy:
https://inside.tamuc.edu/aboutus/policiesproceduresstandardsstatements/rulesProcedures/13students/graduate/13.99.99.R0.10.pdf

Graduate student academic dishonesty form:
https://inside.tamuc.edu/academics/graduateSchool/faculty/GraduateStudentAcademicDishonestyForm.pdf

East Texas A&M Attendance

For more information about the attendance policy please visit the Attendance webpage.

Artificial Intelligence

East Texas A&M acknowledges that there are legitimate uses of Artificial Intelligence, Chatbots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

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Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors 'guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Services
Velma K. Waters Library- Room 162
Phone (903) 886-5930
Fax (903) 468-8148
Email: StudentDisabilityServices@tamuc.edu
Website: http://inside.tamuc.edu/campuslife/campusServices/StudentDisabilityServices/default.aspx

Mental Health and Well-Being
The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.

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East Texas A&M Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit **www.tamuc.edu/counsel**

Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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COURSE OUTLINE / CALENDAR

Tentative Course Schedule

Week	Topic (additional reading and assignments on D2L)	Module Assignments Due:
Module 1 Weeks 1-4	Overview of ABA & PBIS • Simonsen & Myers, Chapter 2 • Colvin & Scott, Chapter 1	Discussion Post 1: 9/6/25 Quiz 1: 9/20/25
Module 2 Weeks 5-8	Tier 1: Universal Prevention • Holloman & Yates, p.126: Table 1 • Simonsen & Myers, Chapter 5 & Your Choice of Chapters 6 or 7 • Colvin & Scott, Chapter 4 & Chapter 5	Discussion Post 2: 10/4/25 Quiz 2: 10/11/25 Tier 1 Project: 10/18/25
Module 3 Weeks 9-12	Tier 2: Targeted Prevention • Simonsen & Myers, Chapter 9 • Colvin & Scott, Chapters 2 & 3	Discussion Post 3: 10/25/25 Quiz 3: 11/1/25 Tier 2 Project: 11/15/25
Module 4 Weeks 13-16	Tier 3: Intensive, Individualized Prevention • Simonsen & Myers, Chapter 10 • Colvin & Scott, Chapter 7	Discussion Post 4: 12/6/25 Tier 3 Project: 12/13/25

Calendar: Please note that the calendar is tentative and may change at any time and as many times as necessary during the semester. In case of any changes, you will be informed in a timely manner. **It is your responsibility to regularly check your email and D2L for announcements regarding the course.**

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