

**EDEX 652: CRISIS PREVENTION AND MANAGEMENT**  
**(2 CREDITS)**

**California State University San Marcos**  
**COLLEGE OF EDUCATION**  
**Mission Statement**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

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**I. Course Description**

In this course participants acquire and practice critical crisis management skills and pro-active, positive behavioral support intervention strategies for preventing, de-escalating, and appropriately responding to problematic and dangerous student behaviors. Participants also examine the relationship of state and federal law, student characteristics, emotional states and medical conditions, family needs, transition planning, and various student support and behavior management strategies to positive behavioral change and maintenance.

*Prerequisites: This course is available to any credentialed teacher, with permission of instructor.*

**II. Content and Performance Goals:**

The participants will:

1. understand the role of the teacher in establishing a positive classroom climate and demonstrate competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive and respectful of students.
2. demonstrate knowledge and skills in managing learning environments for diverse learners that are safe.
3. identify antecedents to maladaptive, aggressive, and assaultive behaviors, including classroom stressors, emotions, family variables, and medical conditions.
4. understand state and federal law which supports the development of positive interventions for serious behavior problems.
5. demonstrate knowledge of behavioral management strategies which promote learners' positive self-regulatory behavior.
6. demonstrate the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments by a) conducting a functional analysis of problem behaviors, b) applying specific positive strategies for intervening with



Browning Wright, D., Gurman, H.B., & the Calif. Assoc. of School Psychologists/Diagnostic Center So. Calif. Positive Intervention Task Force (1998). Positive intervention for serious behavior problems: Best practices in implementing the Hughes Bill (A.B. 2586) and the positive behavioral intervention regulations. (Revised Edition) Sacramento: California Department of Education.

## **V. Scholastic Requirements**

### **Grading Scale (in percentages):**

**A: 94-100    A-: 92-93    B+: 89-91    B: 86-88    B-: 84-86    C+: 81-83**

### **Criteria for Grading:**

- A (Excellent): Performance at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
- B (Good): Performance at a high level, showing consistent and effective achievement in meeting course objectives and requirements.
- C (Satisfactory): Performance at an adequate level, meeting the basic objectives and requirements of the course.

**NOTE: The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.**

### **Class Attendance and Participation (10 maximum points)**

This course consists of 6, 4-hour class sessions and at least one individual conference. Regular and punctual attendance is required. This class is interactive in nature, and the in-class experiences and discussions are difficult if not impossible to recreate. Additionally, each class member is expected to practice exemplary collaborative teaming and participatory behavior. To reinforce the program’s commitment to the development of professional interpersonal skills, students earn points each class for: a) arriving on time; b) returning from breaks on time; c) staying for all of the class; and d) fully participating and cooperating with classmates, instructors, and guests. Participants who arrive late, departs early, engage a “non-collaborative” behavior, or fail to have assignments prepared on time can expect to receive less than the maximum points for a class or an assignment.

### **College of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time or s/he may not receive a passing grade for the course at the discretion of the instructor. Should you have extenuating circumstances, talk with the instructor immediately.

### **Functional Analysis Assessment (20 maximum points)**

Each student will be required to individually conduct a functional analysis assessment for an individual with severe behavioral challenges. Forms for completing this assignment will be provided in class. Performance criteria will include but not be limited to the following:

1. Clear understanding and expression for the motivation of the behavior.
2. Clear definition and description of all ecological factors.
3. Efficiency of strategies used in the analysis of behavior.
4. Accurate definition and description of the behavior.
5. Accurate description of history of behavior and previous interventions.
6. Complete description of possible positive reinforcers.

### **Behavior Intervention Plan (40 maximum points)**

Each student will develop a behavior intervention plan based upon information from the functional analysis assessment. . Forms for completing this assignment will be provided in class. Performance criteria will include but not be limited to the following:

1. Clear, concise, and accurate Functional Analysis Assessment Summary.
2. Accurate delineation of baseline data for both maladaptive and adaptive replacement behaviors.
3. Quality, practicality, and creativity of intervention strategies.
4. Ease of implementation of strategies.
5. Relationship of strategies to the student's determined needs and strengths.
6. Ease for implementing a fading out procedure.
7. Ease of data collection system.
8. Quality of relationship and data collected and student's goals.
9. Readily understandable to classroom teacher, student, family, and others.
10. Supports and develops a child's self-esteem and dignity.

### **Professional Assault Response Training 2000 (30 maximum points)**

Each student will demonstrate the skills to intervene in a crisis situation using the most appropriate intervention strategy for the behavior. Performance assessment will be based up participants engagement in all activities which included role plays, observations, and anecdotal competence. (15 maximum point)

Each student as a member of a team will develop a response plan for three typical sample crisis situations. Performance criteria will include but not be limited to the following: (15 maximum points)

1. The level of appropriate response to the severity of behavior.
2. Relationship of response to the student's determined needs and strengths.
3. Demonstrated understanding of a student's motivation.
4. Match staff response to student's motivation for behaviors.
5. Appropriate time of response during escalation cycle.