

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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Office Hours: by email or phone Monday through Friday 10:00am - 5:00 pm

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.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Special Education Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students.

II. Content and Performance Goals:

1. The participants will 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 problem behaviors, and c) monitoring and evaluating the effectiveness of the intervention. demonstrate skill in applying interventions for safe and effective crisis management.

III. Professional and Administrative Requirements

1. Attend all class sessions. Be on time. Please call the instructor when you are unable to attend class or when you will be late. It is the policy of the CSUSM College of Education that any student who misses 20% or more of class time or class sessions may not receive a passing grade for a course.
2. "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student;" "Johnny who happens to have Down Syndrome" rather "My Down Syndrome student") must be used throughout all written and oral assignments and discussions.
3. Word process all written documents. Keep a copy of all of your work. You will want these copies for your records and for potential future use as professional portfolio entries.
4. Complete and hand in all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please let the instructor(s) know. Any time that you have questions or concerns, please contact the instructor(s) immediately.
5. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests.
6. Select a class "buddy" to ensure that you receive handouts and information when you must miss class. Buddy:
 Telephone: _____ Fax: _____
 e-mail: _____ Address: _____

Activities and instructional methods for realizing objectives:

class discussions group work lectures readings observations
 demonstrations & modelling of techniques role plays guided practice and feedback
 case history reviews applied use of behavior evaluation instruments

Evaluation of attainment of these knowledge bases and skills:

attendance punctuality participation in class role-play performance group
final exam collaborative activities assessment outcomes

IV. What Books and Materials Do I Need For Class?

Readings, manuals, lecture guides, case studies.
www.preschoolfun.com Teacher developed Manual

Recommended Reading (no required text)

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(AB 2586) and the positive behavioural intervention regulations. (Revised Edition) Sacramento: California Department of Education.

V Scholastic Requirements

Grading Scale (in Percentages):

A: 94-100 points A-: 92-93 points B+: 89-91 points B: 86-88 points B-: 84-86 points

C+: 81-83 points

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.

CRISIS-PLUS* Training (30 maximum points)

***Crisis Response Intervention Strategies In Schools-Prevention Logic Under Stress**

(Certificate awarded upon successful completion of training)

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 participant's 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 timing of responses during escalation cycle.

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.

Criteria for Grading:

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| 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.

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.

Course Location, Dates and Scheduled Times Fall 2010

Section (1)

September	11	8:00am - 12:00	UH Room 360	Introduction/Overview Hughes Bill
September	25	8:00am - 12:00	UH Room 360	Functional Analysis Assessments
October	9	8:00am - 12:00	UH Room 360	Developing Behavior Intervention Plans
October	23	8:00am - 12:00	UH Room 360	Intervention Strategy Development
November	6	8:00am - 12:00	UH Room 360	Data Collection Systems Development
November	13	8:00am - 12:00	UH Room 360	Interim Emergency Plans/Crisis Prevention Progress Evaluation Methods
December	4	8:00am – 2:00	UH Room 360	Crisis Intervention/Assault Response (Hands-On Emergency Training)

Section (2)

August	30	5:30 - 8:15pm	UH Room 360	Introduction/Overview Hughes Bill
September	13	5:30 – 8:15pm	UH Room 360	Functional Analysis Assessments
September	27	5:30 – 8:15pm	UH Room 360	Developing Behavior Intervention Plans
October	11	5:30 – 8:15pm	UH Room 360	Intervention Strategy Development
October	25	5:30 – 8:15pm	UH Room 360	Data Collection Systems Development
November	8	5:30 – 8:15pm	UH Room 360	Interim Emergency Plans/Crisis Prevention Progress Evaluation Methods
November	29	5:30 – 8:15pm	UH Room 360	Crisis Intervention/Assault Response (Hands-On Emergency Training)

University Writing Requirement

The University writing requirement (minimum of 2500 words) is accomplished through the processed writing a report of a Functional Analysis Assessment and detailed Behavior Intervention Plan as required under California Hughes Bill AB 2586.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.