
SPED 6914 - Positive Behavior Supports/Intervention Strategies to Support Social-Emotional Needs of All Learners

Summer 2026 Syllabus, Section A01, CRN 30746,

Credit hours: 3

Instructor

Dr. Gary Jacobs

Professional Qualifications:

Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University

Master's, Management, Antioch University

Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Dr. Gary Jacobs - Principal Lecturer and Accreditation and Special Education Coordinators

Email: gjacobs01@ysu.edu

Office: Beechly Hall: 2407

Office Phone: 330-941-3255

Additional Contact Methods:

In-Person during office hours, email, voicemail through office phone, Blackboard messaging.

Preferred Contact Method: Email, Office Phone, and Messaging through Blackboard

Communication Expectations:

Please allow 24 hours for a response to your email. Include the course in the subject line. If you do not receive an email within 24-48 hours, please email again or call.

How to Refer to me:

Dr. Gary Jacobs or Dr. Jacobs

Dr. Gary Jacobs

Professional Qualifications:

Ph. D., Special Education and Applied Behavioral Analysis, The Ohio State University

Master's, Management, Antioch University

Bachelor's, Elementary (1-8) and Special Education (K-12) Specific Learning Disabilities and Emotional Behavioral Disorders, Kent State University

Dr. Gary Jacobs - Principal Lecturer and Accreditation and Special Education Coordinators

Email: gjacobs01@ysu.edu

Office: Beechly Hall: 2407

Summer 2026 Office Hours:

Monday – Thursday 1 – 4 and by arrangement (virtually)

Office Phone: 330-941-3255

Course Description

6914. Positive Behavior Supports/Intervention Strategies to Support Social-Emotional Needs of All Learners. This course is designed to address the social-emotional and behavioral needs of children with mild to intensive needs, including those needing intensive support due to disability or trauma. It provides education candidates with effective routines and procedures consistent with the science of Applied Behavior Analysis (ABA) to create a safe, caring, respectful and productive learning environment as well as a range of preventive and responsive practices. Candidates will apply specific tools grounded in the principles of ABA with ethical strategies being of particular focus. Candidate skills will be grounded in the ability to plan, implement and evaluate behavioral interventions and social skills programs within any special education service delivery model. 3 s.h.



Course Readings

Group	Title	Author	ISBN
Required	Behavior Management: Principles and Practices of Positive Behavior Supports, (4th ed). (2019)	Wheeler, J.J. & Richey, D.D.	

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
6/29	CH 1, 4 & 11 Wheeler, J.J. and Richey, D.D. (2019). Behavior Management: Principles and practices of positive behavior Supports, (4th ed). Pearson. IRIS Classroom Management Part I & II	Focus: minimizing and preventing challenging of behavior in children and youth	Discussion Board (DB) Initial Response Due: Wednesday, July 1st by 11:59 pm and Responses to at least two classmates by Sunday, January 11th July 5th at 11:59 pm. Assignment: Managing a Classroom Due: Sunday, July 5th by 11:59 pm
7/6	CH 3 & 12 Wheeler, J.J. and Richey, D.D. (2019). Behavior Management: Principles and practices of positive behavior Supports, (4th ed). Pearson.	Focus: self-determination within PBIS	DB Initial Response Due: Wednesday, July 8th 3rd by 11:59 pm and Responses to at least two classmates by Sunday, July 12th at 11:59 pm. Assignment: Using the PBIS School-wide Evaluation Tool (SET) Due: Sunday, July 12th by 11:59 pm Due 7/5 at 11:59pm: Module 1: Assignment: Managing a Classroom Module 1: Discussion
7/13	CH 7 & 8 Wheeler, J.J. and Richey, D.D. (2019). Behavior Management: Principles and practices of positive behavior Supports, (4th ed). Pearson.	Focus: planning and evaluating positive and negative behavioral interventions & supports.	DB Initial Response Due: Wednesday, July 15th by 11:59 pm and Responses to at least two classmates by Sunday, July 19th at 11:59 pm. Assignment: Classroom Management: Old Ways Due: Sunday, July 19th by 11:59 pm Due 7/12 at 11:59pm: Module 2: Assignment: PBIS School-Wide Eval. Tool Module 2: Discussion
7/20	CH 9 & 10 Wheeler, J.J. and Richey, D.D. (2019). Behavior Management: Principles and practices of positive behavior Supports, (4th ed). Pearson.	Focus: using reinforcement to increase appropriate behavior and teaching positive replacement behaviors.	DB Initial Response Due: Wednesday, July 22nd by 11:59 pm and Responses to at least two classmates by Sunday, July 26th at 11:59 pm. Assignment: Instructional Strategies – ASD Due: Sunday, July 26th by 11:59 pm Due 7/19 at 11:59pm: Module 3: Assignment: Old Practices vs. Best Practices Module 3: Discussion



7/27	CH 5 & 6 Wheeler, J.J. and Richey, D.D. (2019). Behavior Management: Principles and practices of positive behavior Supports, (4th ed). Pearson. Videos: ABC charts & models "How To" ABC Analysis of Behavior How to Collect ABC data Practice ABC Data Collection 7 practice videos More Practice Videos	Focus: Applied Behavior Analysis (ABA)	DB Initial Response Due: Wednesday, July 29th by 11:59 pm and Responses to at least two classmates by Sunday, August 2nd at 11:59 pm. Assignment: Applied Behavior Analysis (ABA) Due: Sunday, August 2nd by 11:59 pm Due 7/26 at 11:59pm: Module 4: Assignment: Case Study: Nathan Module 4: Discussion
8/3	Articles: Walker, J.D. and Barry, C. (2018) Assessing and supporting social-skill needs for students with high-incidence disabilities, Teaching Exceptional Children 51(1), 18-30. https://doi.org/10.1177/0040059918790219 Murray, F. (2018) Using assistive technology to generate social skills use for students with emotional behavior disorders Rural Special Education Quarterly, 37(4) 235 – 244. https://doi.org/10.1177/8756870518801367 Videos: Social-Emotional Learning: What Is SEL and Why SEL Matters Social Emotional Learning: SEL	Focus: social support for students with exceptionalities	DB Initial Response Due: Wednesday, August 5th by 11:59 pm and Responses to at least two classmates by Sunday, August 9th at 11:59 pm. Assignment: Teaching Social Skills w/ Books Due: Sunday, August 9th by 11:59 pm Due 8/2 at 11:59pm: Module 5: Assignment: ABA Analysis Module 5: Discussion
8/10	Downs, K.R, Caldarella, P., Larsen Ross, A.A., Charlton Cade, T., Wills, H.P., Kamps, D.M., and Wehby, J.H. (2018). Teacher praise and reprimands: The differential response of students at risk of emotional and behavioral disorders Journal of Positive Behavior Interventions, 21(3). 135-147. https://doi.org/10.1177/1098300718800824 Haley, K. and Allsopp, D. (2019) Advocating for students with learning and behavior challenges: Insights from teachers who are also parents, Preventing School Failure: Alternative Education for Children and Youth, 63(1), 24-31, DOI: 10.1080/1045988X.2018.1469462 https://www.tandfonline.com/doi/full/10.1080/1045988X.2018.1469462 Videos: Social-Emotional Competencies for Teachers	Focus: social support for students with exceptionalities	DB Initial Response Due: Wednesday, August 12th by 11:59 pm and Responses to at least two classmates by Saturday, August 15th at 11:59 pm. Assignment: Critical Task: Social/Emotional Learning Strategies Due: Thursday, August 13th by 11:59 pm Culminating Quiz Due Saturday, August 15th by 11:59 pm Optional: Extra Credit Opportunity – Due Saturday, August 15th by 11:59 pm Due 8/9 at 11:59pm: Module 6: Assignment: Social/Emotional Skills Module 6: Discussion Due 8/13 at 11:59pm: Module 7: Assignment: PowerPoints:Emotions Due 8/15 at 5pm: Extra Credit Opportunity Due 8/15 at 11:59pm: Module 7: Discussion SPED 6914 End of Course Quiz

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.