

UNIVERSITY OF WISCONSIN- EAU CLAIRE
Department of Special Education

Summer 2009
 June 26-27
 HSS 107
 8:30-4:00-Friday; 8:30-2:00-Saturday

Instructor: Rose Battalio, Ph.D.
 HSS 836-5352
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 Office hours by appt.

Course: SPED 453/653
 Behavioral Assessment and Planning

Required Textbooks

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S.
 (1997). *Functional assessment and program development for problem behavior: A practical handbook*. (2nd ed.). Pacific Grove, CA: Brooks/Cole Publishing Company

Additional reading provided.

Course Description

This purpose of this course is to develop the skills so that a person can: (a) make use of the process of a functional behavior assessment (FBA), (b) create a behavior intervention plan based on the results of a FBA, and (c) align the FBA/BIP with a student's Individual Educational Plan. Focus is on students who exhibit behaviors that are extremely disruptive primarily to the educational setting, but not exclusive of home and community settings.

This course addresses the following UWEC Goals of the Baccalaureate. For each goal, several artifacts have been listed that may be used for your university portfolio.

1. Knowledge of Human Culture and the Natural World (Observations in public, development of FBA and BIP)
2. Creative and Critical Thinking (Creation of FBA and BIP based on case studies)
3. Effective Communication (Be able to explain rationale for selection of functions and interventions)
4. Respect for Diversity among People (The selection of appropriate interventions based on individual needs)

Course Objectives	WTS	Artifacts
The student will be able:		
1. To understand the requirement of Federal Law as they relate to the process of Functional Behavioral Assessment and apply this understanding in school settings. (3a)	1	Quiz
2. To become knowledgeable in the administration, scoring, and utilization of standardized and informal individual and group instruments for measuring academic performance and social-emotional functioning. (3b,6e)	8	Assessment activity FBA
3. To use ecological observation techniques to assess student-student interactions, student-adult interactions, and the influence of environmental settings. (3c,3d,6i, 6l)	5	Assessment activity <u>FBA</u>

Course Objectives	WTS	Artifacts
The student will be able:		
4. To reliably use a variety of direct observation procedures in regular and special settings to refine an understanding of the dimensions of a behavioral problem. (3c)	8	Assessment activity FBA
5. To use the results from the Functional Behavioral Assessment to develop, write, and implement Behavioral Intervention Plans that incorporate teaching/learning and responsive components. (3c,4f,6j)	3, 4, 5	BIP
6. To select and apply the least restrictive behavior management strategies relating to children or adolescents with Emotional/Behavioral Disabilities, relating to legal, ethical. Safety and training issues. (4c)	3, 4, 5	BIP
7. To outline an appropriate behavior intervention plan.(3g, 6a, 6j, 6i)	2, 6	BIP

Course Outline

Date	Activity/Topic	Reading
June 26	Introduction to Functional Behavior Assessment	O'Neill et al. Chaps 1-2
	FBA Components	
	Assessment Instruments Activity	
	Conducting an FBA	
	<ul style="list-style-type: none"> • Target Behaviors • Dimensions of behavior • Fair Pair Rule 	
	Data Collection Procedures	
	Observation activity (during lunch)	
	Analysis of Observation Data	
	Analyze data and development summary statements	
	Article discussion	Packenham et al. Van Acker et al.
	FBA Activity and Simulation	
June 27	Introduction to Behavior Intervention Plan (BIP)	O'Neill et al. Chaps. 3-4 Sandomierski et al.
	<ul style="list-style-type: none"> • Rtl and PBS 	
	Introduction to Least Restrictive Behavioral Interventions (LRBI)	P-39-102
	Matching behavior function with intervention	Blood & Neel
	Technically sound BIP	
	Components of Behavior Intervention Plan (BIP)	
	<ul style="list-style-type: none"> • Selecting Strategies • Selecting Monitoring procedures 	
	BIP Activity and Simulation	

Course Requirements

1. Each student is responsible for reading the assigned readings in advance of class meetings. Additionally, each student is responsible for attending class and participating in class discussion and activities.

Student will be able to earn the following Point Values: UG = 70 points; G = 100 points

2.

Activities	Points
Assessment activity and presentation	10
Case Study: Howie	5
Case Study: Richard	5
FBA practice: Brian	15
Case Study ED	5
BIP: Susan	20
Observations	10
<i>Graduate articles</i>	30
Total	70/100

Grading Policy

The following criteria will be used to determine the grade earned by each **graduate** student:

94% and above of the total points	= A
84 - 93% of the total points	= B
74 - 83% of the total points	= C
64 - 73% of the total points	= D
Less than 64% of the total points	= F

The following criteria will be used to determine the grade earned by each **undergraduate** student:

94% and above of the total points	= A	75 - 79% of the total points	= C
92 - 93% of the total points	= A-	73 - 74% of the total points	= C-
89 - 91% of the total points	= B+	70 - 72% of the total points	= D+
85 - 88% of the total points	= B	66 - 69% of the total points	= D
83 - 84% of the total points	= B-	64 - 65% of the total points	= D-
80 - 82% of the total points	= C+	Less than 64% of the total points	= F

Attendance and Participation

Attendance and participation in class discussion and activities are expected.

Students with Disabilities

The University of Wisconsin- Eau Claire abides by the Americans with Disabilities Act (ADA). Students needing special accommodations should contact the instructor as well as had made contact with the office of Services for Students with Disabilities (836-4542).

The instructor reserves the right to change requirements or course outline as deemed necessary.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and **demonstrate proficient performance in the knowledge, skills and dispositions** under all of the following standards:

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can **adapt instruction to meet the diverse needs of pupils**, including those with disabilities and exceptionalities.
4. The teacher understands and uses a **variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses **formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a **reflective practitioner** who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others who actively seeks out opportunities to grow professionally.
10. The teacher **fosters relationships** with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness, and in an ethical manner.