

UNIVERSITY OF WISCONSIN- EAU CLAIRE
Department of Special Education
SPED 453/653

Summer 2011
 July 18-August 1
 HSS 226/Online

Instructor: Rose Battalio, Ph.D.
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Class times:

- July 18: Overview of course will work- 4:30-4:45
- July 19: Module 1 activities 4:00-4:45
- July 21: Module 2 activities 4:00-5:00
- July 25: Module 3 activities 4:00-5:00
- July 27: Module 4 activities 4:00-5:00
- July 28: Module 5 activities 4:00-5:00
- August 1: Module 6 due by 5:00

Online : See course schedule

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 on D2L

Course Description

This purpose of this course is to develop the skills so that a person can: (a) use 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. Students will increase their knowledge in the administration of standardized and informal assessment instruments for measuring	1	Response to evaluation case study

behavioral and /or social/emotional functioning (3a)		Mock assessment activity Article responses
2. Students will be able to reliably use a variety of direct observational techniques (Ecological, ABC) to clearly define/refine problematic behaviors and assess student-student interactions, student-adult interactions, and the influence of environmental settings. (3b,3c,3d, 6e, 6i, 6l)	8	Video practice write-ups Two completed direct observations with reflection of process
3. Students will use the data from the Functional Behavior Assessment (FBA) sources to write summary statements/hypotheses that synthesize the data	8	Assessment activity FBA forms Response to challenge questions
4. Students will use the results from the Functional Behavioral Assessment to develop, write, and implement Behavioral Intervention Plans(BIP) that incorporate teaching/learning and responsive components. (3c,4f,6j)	3, 4, 5	BIP
5. Students will 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
6. To outline an appropriate behavior intervention plan.(3g, 6a, 6j, 6i)	2, 6	BIP

Student Expectations:

This course will be divided into five modules plus a final project. In addition we will be meeting from 4:00-5:00 on five days (please see above). The module materials must be completed by the corresponding class date. Please note that modules have activities that require you to participate in small group activities and discussions.

Assignments:

The assignments (listed below) are divided into two types of activities. First, you will be responsible to read articles, look through a power point and watch sections of a video. These activities you will do online and respond to your discussion group. Second, at class meetings we will be completing the activities associated with the readings. These activities will be completed in small groups. Finally, the final project is an individual assignment. Graduate students, you will be completed a FBA simulation as your graduate project.

Scoring: Each assignment is worth the point value indicated: for the individual assignment, for the group assignment, plus up to 5 points for the discussion. It is expected that each member shares their thoughts, discuss differences, affirm similarities, and agree to a final product. This discussion is worth up to 5 points depending on your comments and additions to the group. Quality of comments will be given a range of points from 3-5: 3 for doing the assignment at a basic level to 5 being adding to the depth to the discussion

For each article and chapter you read, you must (a) identify one unique idea, concept or ah-ha moment, and (b) pose one question for the group to respond within the discussion section. In total for all the readings in the session, each member must respond at least one more additional time (excluding a and b above) to their fellow group comments or questions. It has to be more than yes an agreement or a simple statement. The posting should add to the discussion. For example if you need to read 2 articles plus a chapter, you will need to have a

and b for each (6 postings) plus one other comments per item read (3 more postings). This would equal 9 postings for each individual.

Scoring: There are 3 Points per article or chapter. Quality of comments will be given a range of points from 1-3. 1 for doing the assignment at a basic level to 3 being doing the assignment and adding depth to the discussion

My responsibilities:

I will be checking discussions throughout the day, but will be providing feedback at least from 8:00-10:00 am on designated mornings (M-F). These times will be before assignment is due in case you have questions or concerns that you want me to clear up before you submit your assignment. Points will be given the day after the assignment is due. If you need to contact me about an assignment please use the discussion format. If it is not about the course, please contact me at battalr1@uwec.edu.

Course Requirements

Student will be able to earn the following Point Values:

Activities	Points
Articles and Chapters 3 points each	27
IRIS Video	10
Pinpointing activity (Activity 1)	3
Fair Pair activity (Activity 2)	3
Case Study: Howie	5
Case Study LD	3
Andrea case study IND	5
FBA practice: Brian	5
Brian BIP	5
BIP: Susan	20
Graduate Project	20
Total	U = 86 G = 106

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