Course: SPED 521 or SPED 410  CRN # 13476 or 13440  
Time & Location: Wednesdays; 4:00-6:30 in ED 212  
Credits: 3 credits, graded  
Instructor: Chris Borgmeier, Ph.D.  
Phone: (503) 725-5469  
Email: cborgmei@pdx.edu  
Office: ED Building, Room 204B  
Office Hours: Strongly Recommend Scheduling in Advance  
Tuesdays 3:00-5:00 & Wednesdays 1:30-3:30

Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructor. Students with conditions affecting their abilities will be referred to The Disability Resource Center (503-725-4150, TTY or Relay 503-725-4178) to document their disability. That office will provide appropriate support and services.

Course Description

The purposes of the course are to provide students with (a) an understanding of the basic principles of human behavior, (b) skills to apply those principles to teaching and effective school and classroom management. The course is organized to prepare educators to provide effective teaching and learning environments for children of all ages who do and do not have disabilities.

Students in this course are expected to be enrolled in a practicum placement or have access to situations in which they have the opportunity to observe behavior and design behavior intervention plans.
This course is a pre-requisite for SPED 510 Advanced Behavior Management offered Spring quarter.

Students completing the course will be expected to:
1. Be conversant with behavioral principles (theory and definitions) that affect teaching and behavior support.
2. Apply behavioral principles to assessment and intervention design for individual students in need of behavior support.
3. Apply behavioral principles to the design of classroom and whole school systems of behavior support for all students.

Course Objectives
1. **Describe the relationship between academic instruction, behavior, and classroom management**
2. **Basic Behavioral Concepts**
   - Define and give an example of the following concepts: antecedent, behavior, consequence, 3-term contingency (operant), reinforcement, punishment, extinction, maintenance, and generalization
   - Describe the phases of learning/teaching (acquisition, fluency, maintenance, generalization, adaptation) and give examples of each
3. **Functional Behavioral Assessment**
   - Define functional behavioral assessment and describe the main steps in the functional behavioral assessment process
   - Describe how functional behavioral assessment information is used to develop behavior intervention and support plans that consider the factors that occasion and maintain the occurrence of problem behavior (function)
   - Conduct a basic functional behavioral assessment and develop a measurable hypothesis statement based on that information
4. **Teaching Behavior**
   - Describe basic instructional practices for teaching social behaviors (establishing stimulus control, reinforcement)
   - Describe procedures for encouraging social skills (positive reinforcement, maintenance, generalization)
5. **Design Effective Classrooms**
   - Describe procedures for setting and teaching classroom procedures and behavior expectations
   - Describe procedures for encouraging and rewarding compliance to classroom procedures and behavior expectations
   - Describe procedures for active supervision of individuals and groups in the classroom and school
   - Define and describe pre-correction procedures
7. **Management of Problem Behaviors**
   - Describe cautions and safeguards regarding the use of punishment procedures

8. **Positive Behavior Support**
   - Describe the main components of comprehensive school- and classroom-wide discipline systems
   - Describe the relationship between individual and school-wide positive behavior support.

**Required Texts and Readings**

To be purchased at the Bookstore


**Required packet of articles** are available for sale at Clean Copy (1704 SW Broadway; on the corner of Mill & Broadway).

Additional Course Materials are available on Blackboard

i. Click on the Blackboard link at [www.psuonline.pdx.edu](http://www.psuonline.pdx.edu) or

ii. Enter your odin username and password for access to Blackboard

**Evaluation Procedures**

Grades will be determined based on the following activities:

1. **Quizzes (approximately 100 points):** A 10-15 minute quiz will be given each class (7-9 total). Each quiz includes short answer questions based on (a) prior lectures and (b) readings. Make-up quizzes will not be scheduled except in the case of emergencies or one pre-arranged agreement between instructors and students. Points may be reduced for late quizzes.

2. **Homework (100):** Three homework assignments will be completed. Each assignment is worth 25 – 40 points.

3. **Final Exam (100):** The final exam covers all material presented in the class lectures and readings. The final exam is worth 100 points.

4. **Final Grade Determination** Grades determinations will be based on percent of points earned:
   
   A   = 93% or higher
   A-  = 90-92%
   B+  = 88-90%
   B   = 80-87%
   C   = 70-79%
   D   = 60-69%
   F   = 59% or less

The instructor reserves the right to lower the grading scale if supported by data and reason.
## Tentative Class Schedule
Complete assigned readings before class on the date for which readings are listed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>10/1</td>
<td><strong>Introduction:</strong> Syllabus, Course Overview, Positive Behavior Support</td>
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<td>Germann, 1999</td>
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<td>10/8</td>
<td><strong>Setting a Context for Understanding Behavior:</strong> Development of Antisocial Behavior, Behavioral Theory, Positive Behavior Support, Instructional Classroom Management</td>
<td>Quiz # 1</td>
<td><em>Darch &amp; Kameenui Ch. 1</em> Patterson, DeBaryshe, &amp; Ramsey, 1989 <em>Wolery, Bailey &amp; Sugai Dodge, Dishion &amp; Lansford</em></td>
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<td>10/15</td>
<td><strong>Creating Effective Environments</strong> Defining Effective Routines Teaching Routines &amp; Expectations</td>
<td>Quiz # 2</td>
<td><em>Darch &amp; Kameenui Ch. 4</em> Evidence Based Classrm Mgm Sprick, Garrison &amp; Howard – Sugai 1990 - Guidelines Sugai 1992 – Inst. Design Colvin &amp; Lazar</td>
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<td>10/22</td>
<td><strong>Instructional Classroom Management</strong> Academic &amp; Instructional Variables, Precorrection</td>
<td>Quiz # 3</td>
<td><em>Darch &amp; Kameenui Ch. 3 &amp; 7</em> Colvin, Sugai &amp; Patching <em>Kern &amp; Clemens ‘07 Pacchiano Sprague &amp; Golly ‘05 Ch 17</em></td>
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<td>10/29</td>
<td><strong>Effective Monitoring &amp; Reinforcing</strong> Schedules of Reinforcement, Scanning &amp; Monitoring Reinforcement Systems &amp; Token Economies</td>
<td>Assign #1 Due Quiz # 4</td>
<td><em>Darch &amp; Kameenui Ch. 6</em> Horner &amp; Spaulding 2007 <em>Sprick 1996 Sprick, Borgmeier, &amp; Nolet 2003; Rath 2004; Laitsh 2006</em></td>
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<td>11/5</td>
<td><strong>Responding to Behavior</strong> Attention motivated behavior Escape motivated behavior De-escalation &amp; Crisis Planning</td>
<td>Quiz # 5</td>
<td><em>Darch &amp; Kameenui Ch. 8</em> Sprague &amp; Golly 2005 <em>Ch. 12-14 Colvin, Ainge, &amp; Nelson, 1997 Milburn 2004</em></td>
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<tr>
<td>11/12</td>
<td><strong>Function-Based Support &amp; Intervention</strong> Introduction to FBA</td>
<td>Quiz # 6</td>
<td><em>Darch &amp; Kameenui Ch 9</em> Sugai, Lewis-Palmer, Hagan 1998 <em>FBA Inst’l Packet &amp; forms</em></td>
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<td>11/19</td>
<td><strong>Function-Based Support &amp; Interventions</strong> Introduction to BSP</td>
<td>Assign #2 Due Quiz # 7</td>
<td>Horner, Sugai, Todd… “Elements of a…” Todd, Horner, Sugai, &amp; Colvin 1999</td>
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<td>11/26</td>
<td><strong>No Class – Thanksgiving</strong></td>
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<td>12/3</td>
<td><strong>Systems of Behavior Support</strong> School-wide Systems to Individual Student Systems</td>
<td>Assign #3 Due Quiz # 8</td>
<td><em>Darch &amp; Kameenui Ch 10</em> Taylor-Greene et al., 1997 Sugai, Horner, et al 2000 Germann</td>
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<tr>
<td>12/10</td>
<td><strong>Final Exam 4:00 p.m.</strong></td>
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General Policies/Expectations

“REGULAR ATTENDANCE” is required for all scheduled class meetings. The student is responsible for information covered in assigned readings, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge base through discussions of critical topics and issues, (b) practice skills needed to engage in professional dialogue/exchange with colleagues, (c) acquire information from lectures and presentations, (d) participate in activities, and (e) receive updates and more detailed information regarding required assignments and quizzes. When you miss class, or are late to class, it is your responsibility to gain missed information from your classmates, unless previously arranged between the professor and student, it is not the professors responsibility.

ARRIVE TO CLASS ON TIME. Amount of instructional time and academic engaged time are two of the strongest predictors of learning. It’s important to maximize instructional time. Assessment is also essential to informing instruction. Quizzes will often be given immediately upon arrival at the beginning of class. In order to protect instructional time, the allotted time (usually 15 minutes) for quizzes must be adhered to. So if arriving late you will not have the full amount of time to complete the quizzes.

One quiz missed due to emergency, absence or late arrival may be made up if arranged prior to missing class. Points may be deducted for late quizzes and exams, particularly if arrangements are not made in advance.

Like the instructor, students are expected to come to class meetings THOROUGHLY PREPARED. “Thoroughly prepared” is defined as having read the readings sufficiently to verbally and in writing (a) discuss definitions, concepts, issues, and procedures and (b) relate this information to content presented in previous classes or readings. It also implies that students have reviewed information from previous readings and class meetings. It will be the students' responsibility to prepare questions when information from readings or class meetings is unclear.

All assignments must be submitted AT OR BEFORE THE ASSIGNED DUE DATE. Unexcused assignments submitted after the due date may be returned without a grade or may be assigned a lower evaluation. Prior notification is required for excused assignments.

ALL WRITTEN ASSIGNMENTS must be prepared in a PROFESSIONAL manner. "Professional" is defined as following guidelines stated in the Publication Manual of the American Psychological Association (5th Ed.) (2001). All papers must be typed (this does not include forms to complete for assignments 1-3; although typing in the forms is preferred, it is not required). Products which, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned without a grade or assigned a lower evaluation.

All evaluation of products will be done as objectively as possible. In the case of qualitative assessment, evaluation will be based on instructor judgment.
The assignment of INCOMPLETE OR "I" GRADES is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an "I" grade be required, students should notify the instructor at the time such circumstances exist. Upon notification, a course completion contract between the student and instructor must be developed before the last week of the quarter.

Students are expected to use appropriate language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped”, “AEH kids”, “severely retarded”, or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts people first, for example, “the student with a severe disability”, “the program for students with behavior disorders”. This small change emphasizes the humanity and individuality of the person and clarifies that disability is only one of many characteristics (and not necessarily the most important!) that people can possess.

Effective assessment is important for children from families, schools, and communities of all cultures, nations, and backgrounds. Effective assessment involves understanding and acceptance of the diverse backgrounds and contexts of students, families, and educators. Efforts at cultural sensitivity will be stressed and expected of all students and instructors in this course.

PSU STUDENT CONDUCT CODE # 577-031-0136

The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

(1) Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

(2) All forms of academic dishonesty, cheating, and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments and research papers, (c) performing academic assignments (including tests and examinations) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research data.
Behavior and Classroom Management
Class Assignments

Assignment #1: Teaching Behavior
1. Identify a specific Behavioral Routine, Behavioral Expectation, or Specific Social Skill that is an area of concern in the classroom you are working in.
2. Complete the provided Teaching Behavior & Social Skills Lesson Plan form (a copy is available on WebCT under Assignments)
3. Teach the lesson to a group of students following the format provided in the lesson plan
4. Complete the Teaching Behavioral Expectations and Routines worksheet to show how you will generalize instruction of behavior & routines to meet the broader need for teaching behavioral expectations and routines to an instructional group.
5. Write a 2-page Reaction paper on your teaching experience, specifically address the following questions.
   a. Briefly describe the lesson, provide significant details not apparent on the lesson planning form.
   b. Reaction: How did your lesson go, was it effective?
      i. What went well? (Be specific)
      ii. How would you improve your lesson? (Be specific)
   c. How will you follow-up/review the lesson with the students?
   d. Describe specifically how the lesson plan form was or was not helpful.
   e. Reaction: Explain why you think this activity was or was not a useful or helpful thing to do. Be specific.
6. Complete Graduate Writing Self Evaluation form
7. Turn in your Lesson Plan, Teaching Behavioral Expectations and Routines worksheet, Reaction paper & Graduate Writing Self Evaluation form

See syllabus for due date
Behavior and Classroom Management
Class Assignments

Assignment #2: Complete a Classroom Observation
1. Conduct an observation using the Classroom Observation Checklist (available on WebCT)
2. Based on your observation and the results of Classroom Observation Checklist, identify 3 recommended changes and complete the Action Planning form.
3. Write a 2-page Reaction Paper on your observation, specifically address the following questions.
   a. What did you learn from conducting the observation
   b. What is the teacher currently doing well in the classroom? Be specific – use data from Classroom Mgmt Checklist.
   c. What could the teacher do to improve the classroom? Be specific – use data from Classroom Mgmt Checklist
      i. Explain why you suggested each of the recommendations/changes identified in the action plan.
   d. Describe how the Classroom Observation Checklist was or was not an effective or useful tool? Be specific and clear.
4. Complete Graduate Writing Self Evaluation form
5. Turn in you Observation Checklist, Action Plan, Reaction Paper & Graduate Writing Self Evaluation form

See Syllabus for Due Date
Behavior and Classroom Management
Class Assignments

Assignment #3: FBA Interview & Observation

1. Obtain permission to conduct a functional assessment with an identified student
2. Conduct an FBA Interview (use FACTS provided on WebCT) with the student’s primary teacher, assuming that is the teacher that most frequently observes the problem behavior.
3. After completing the interview, conduct an FBA Observation using the A-B-C Observation form (available on WebCT).
4. Combine the Interview and Observation data to develop a Summary of Behavior for the target student (form provided on WebCT)
5. Complete a Competing Behavior Pathway and develop preliminary Intervention strategies across SE – A – B – C (form provided on WebCT)
6. Write a 2-page reaction paper, specifically explain:
   a. how and why you decided on your final Summary of Behavior & Function
   b. how would you rate the likelihood that your final Summary of Behavior is accurate (1-6 scale; 6 = very likely) and why?
      i. What went well?
      ii. What would you have done differently in your assessment?
      iii. What further information would you like to collect previous to developing a Behavior Plan, if any?
   c. Explain whether you think the FBA process and BSP development tools were useful and worthwhile – be specific.
7. Complete Graduate Writing Self Evaluation form
8. Turn in Reaction Paper, attach completed copies of all forms used (FACTS, FBA Observation, Summary of Behavior, and Competing Behavior Pathway/ Suggested Interventions), and complete Graduate Writing Self Evaluation form.

See Syllabus for Due Date