Course: SPED 510  CRN # 63437
Time & Location: Mondays, 4:00-6:30, 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: For appointments email cborgmei@pdx.edu or call (503 725-5469 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 increased understanding of the continuum of behavioral supports from school-wide to individual student supports and how they work together to serve all students effectively in schools, (b) an increased understanding and practice with functional behavioral assessment and using the results to develop a behavior support plan for individual students, (c) skills to apply the previously described principles and practices in schools through effective leadership, communication, and team process.

Students in this course are expected to have completed Behavior and Classroom Management. Students are also expected to be enrolled in a practicum placement or have
access to situations in which they have the opportunity to observe student behavior and complete assignments related to classroom and behavior management practices.

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 behavior, instruction, and interventions for individual students with significant behavioral concerns**

2. **Conduct a Functional Behavioral Assessment**
   - Conduct a Routines Analysis
   - FBA Interview – Teacher/Staff, Parent, Student
   - Observations - FBA Observations & Scatterplot
   - Conduct an instructional assessment to identify specific error patterns and skill deficits
   - Combine assessment results into a Summary of Behavior

3. **Complete a Behavior Support Plan**
   - Complete a Competing Behavior Pathway
   - Develop Interventions across each level of A-B-C
   - Be able to identify indicated and contraindicated interventions based on the function of behavior
   - Develop a plan for teaching an alternate or desired behavior
   - Develop an effective reinforcement plan to promote continuing practice and use of an alternate desired behavior
   - Develop an Implementation plan
   - Write a complete and measurable behavioral objective regarding student behavior change and develop a plan for evaluating progress toward the goal and graphing progress
   - Develop a crisis plan

5. **Lead Effective Meetings**
   - Understand and practice leading effective meetings

6. **Management of Problem Behaviors & Reinforcement of Desired or Alternate Behaviors**
- Describe cautions and safeguards regarding the use of punishment procedures
- Develop an individualized Reinforcement program using the appropriate rate and frequency of reinforcement that would be expected to set the student up for success and motivate expected behavior

7. **Positive Behavior Support**
- Describe the relationship between individual and school-wide positive behavior support.

**Required Texts and Readings**

**To be purchased at the book store:**


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

**Evaluation Procedures**

Grades will be determined based on the following activities:

1. **Classroom Activities (100):** 10 points will be awarded based on classroom activities and participation each week, responsibilities will vary.

2. **Assignments (250):** Four assignments will be completed. Assignments are worth 50 to 100 points each.

3. **Final Grade Determination** Grades determinations will be based on percent of points earned:

   - **A** = 93% or higher
   - **A-** = 90-92%
   - **B+** = 88-89%
   - **B** = 83-87%
   - **B-** = 80-82%
   - **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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
<th>Reading</th>
</tr>
</thead>
</table>
| 3/31 | **PBS & FBA Review**  
Pre-Test, syllabus,  
School-wide to FBA/BSP  
FBA & the Law | Begin getting consent for student to do FBA | ODE Regulations – Behavior Support, 2003  
Dodge Dishion & Lansford, 2006  
Sugai et al., 2000 |
| 4/7  | **Function Based Assessment**  
• Simple FBA v. Full FBA  
• Functional Analysis & Experimental Manipulation | Crone & Horner ’03 *(brown book)*  
Preface, Ch. 1, 2, 3, 6, 7 & 8 |
| 4/14 | **Transition from FBA - BSP**  
Summary of Behavior  
Competing Behavior Pathway & Behavioral Interventions across SE \(\rightarrow\) A-B-C | Due: Assignment 1 & consent for FBA | Crone & Horner Ch. 4 *(brown book)*  
FBA-BSP – Inst’l Packet  
FBA-BSP– Forms Packet |
| 4/21 | **Behavior Support Plan – Tools**  
Interventions  
Reinforcement plans, Teaching behavior, Crisis plans | Sugai & Horner, 2001  
Horner, Sugai, Todd,  
Lewis-Palmer 99-00  
Todd, 2000 – case example |
| 4/28 | **Implementation & Evaluation Plan**  
Communication & Training staff for implementation,  
Monitoring student & staff behavior, Parental involvement | Due: Assignment # 2 | Crone & Horner, Ch. 5 *(brown book)*  
Todd, Horner, Sugai, & Colvin 1999  
Sprague & Golly 2005 |
| 5/5  | **Review Meeting**  
Manifestation Determination | | Todd, Horner, Vanater, & Schneider 1997 |
| 5/12 | **Levels of Support: Individual Student Systems**  
• Behavior Education Program  
• Referral Process  
• FBA & the law | Due: Assignment # 3 | Crone, Horner, & Hawken ’04 *(green book)*  
Ch. 1 & 2 |
| 5/19 | **Behavior Education Program** | | Crone, Horner & Hawken ’04 *(green book)*  
Ch. 3, 4, 5, 6 & 7 |
| 5/26 | **No Class – Memorial Day** | | |
| 6/2  | **Wraparoud & Inclusion**  
Involving community supports | Due: Assignment # 4 | Freeman et al, 2006  
Eber, Sugai, et al., 2002  
Seclusion & Restraint |
| 6/9  | **Linking School-wide PBS to Individual Student systems** | | Blader & Gallagher ‘01 |
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.

Severe problem behaviors are a concern for families, schools, and communities of all cultures, nations, and backgrounds. Effective behavior support 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.
Advanced Behavior Management  
Class Assignments  
Assignment #1  

School Supports for Individual Students with Significant Behavior Problems  
1. Talk with your cooperating teacher, school administrator (if possible) and behavior specialist.  
2. Collect any forms outlining and describing the levels of support from school-wide policies or programs (discipline, school-wide PBS handbook) to supports for individual students with recurring and significant problem behavior.  
3. Complete the PBS triangle (provided with this assignment) for your school identifying interventions available at each level of the continuum.  
4. Collect the forms that are used by the school or district (may even be specific to the person who does FBA/BSP) to conduct Functional Behavioral Assessment and develop Behavior Support Plans at the school site you are working at.  
5. Attach a brief written summary (2 pages) identifying the following:  
   You may want to treat the questions below like interview questions:  
   a. Explain the continuum of support available for students with problem behaviors at your school site and explain how you got this information.  
   b. What type of school-wide systems or policies are in place to promote positive behavior and provide behavior support or discipline in the school? Provide a brief description.  
   c. Who is expected to lead the FBA/BSP process at your school site? Who regularly participates in FBA/BSP meetings?  
   d. How does a student get referred for an FBA at your school?  
   e. Specify whether the FBA/BSP forms were part of district or school procedures, or whether they were forms used by a specific individual.  
   f. Explain the level of district training and support provided to staff in using the forms and develop Behavior Support Plans based on FBA.  
   g. How confident are the staff in conducting FBA and developing BSPs?  
   h. Attach a copy of the forms to your assignment  

See Syllabus for Due Date
Advanced Behavior Management  
Assignment # 1  
Supporting Individual Students – Interview Questions

Ask the Behavior Specialist, Special Education teacher and/or school administrator (if possible) to complete the following questions:

1. Describe the continuum of supports and services that are available at your school for students with significant behavior problems? (Collecting program descriptions would be good if they are available). Complete the triangle continuum of supports.

2. Does your school use Functional Behavioral Assessments to develop Behavior Support Plans? Yes No

3. How many FBA’s are usually completed per year at your site? __________

4. Who conducts Functional Behavioral Assessment (FBA) to develop Behavior Support Plans (BSP) in your school/ district?

5. How are students referred for an FBA at your school?

6. What criterion would lead a student to be referred for an FBA?

7. Are there specific forms provided by the district or school that are to be used for conducting a FBA/BSP? or are the forms specific to the individual conducting the FBA/BSP? Get a copy of the forms being used.
   District forms School forms Individual Staff forms

8. What training is provided to staff on how to conduct FBA/BSP and use the forms?

9. On the scale below, rate your confidence to conduct a Functional Behavioral Assessment and develop and implement a Behavior Support Plan.  
   Not Confident Somewhat Confident Extremely Confident
   1 2 3 4 5 6

10. How many FBA’s and BSPs have you conducted in the last two years? __________

11. What community services and supports do you collaborate with when planning for students with significant behavioral concerns?
Assignment # 2 -- Functional Behavioral Assessment

You are going to be the Behavior Specialist leading the development of a Functional Behavioral Assessment (FBA). All forms for completion of the assignment are provided on WebCT. You must complete those portions of the assessment that are underlined. However, you may or may not feel that each piece of information below is necessary to identify an accurate function of behavior and move forward to development of a behavior plan. If you decide that a step is not necessary, you must address why you chose not to do it in the FBA Summary write-up.

1. Identify a student with whom to conduct an FBA/BSP
2. Obtain parental permission
3. Review pertinent records (discipline referrals, health/medical records, attendance, etc.)
4. Complete a routines analysis
5. Conduct FBA Interviews & Escalation worksheet (only if behavior escalates)
   a. Interview w/ pertinent teacher(s)/staff who most regularly witnesses the problem behavior, and others as necessary
   b. Conduct student interview if you decide it would be beneficial
   c. Conduct parent interview if you decide it would be beneficial
6. Collect observation data
   a. ABC observation
   b. Conduct a Scatterplot if you decide it would be beneficial
7. If problem involves escape from academic task, complete an informal Academic assessment and/or include existing academic records as evidence of academic skills/deficits
8. Complete an FBA Report in which you combine data to form a final Summary of Behavior
9. Write a 2-page reaction paper specifically explaining:
   a. how you weighed the results from each of your assessments and why you decided on your final Summary of Behavior & Function
   b. Provide a rationale for why you decided any of the steps mentioned above were unnecessary in the assessment process
   c. Are you feeling confident enough in your final Summary of Behavior to move on to intervention development? Explain why.
      i. If not, what further information would you like to collect previous to developing a Behavior Plan?
   d. Using the worksheet provided rate the value of the information you collected from each tool as it related to identifying an accurate function of behavior during your assessment.
   e. What would you have done differently in your assessment? What further information would you like to collect previous to developing a Behavior Plan, if any?
   f. Turn in Reaction Paper and attach completed copies of all forms used (FACTS, FBA Observation, Summary of Behavior, etc.)

See Syllabus for Due Date
### Functional Behavioral Assessment

**Assignment #2**

On table below, rate how informative each Assessment tool was in Identifying the Function of Student Behavior using the scale below

<table>
<thead>
<tr>
<th></th>
<th>Not Informative</th>
<th>Somewhat Informative</th>
<th>Extremely Informative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>5</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>FBA Tool</th>
<th>Rating</th>
<th>If the tool was not helpful (2 or less) provide a brief explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Routines Analysis</td>
<td>1 2 3 4 5 NA</td>
<td></td>
</tr>
<tr>
<td>b. Teacher/Staff Interview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>3.</td>
<td>1 2 3 4 5 NA</td>
<td></td>
</tr>
<tr>
<td>c. ABC Observation</td>
<td>1 2 3 4 5 NA</td>
<td></td>
</tr>
<tr>
<td>d. Scatterplot</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>e. Parent Interview</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>f. Records Review</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>What records did you review?</td>
<td></td>
<td></td>
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<tr>
<td>g. Student Interview</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>h. Academic Assessment</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>What assessment did you do?</td>
<td></td>
<td></td>
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<tr>
<td>Other Assessment</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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<tr>
<td>Other Assessment</td>
<td>1 2 3 4 5 NA</td>
<td></td>
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</tbody>
</table>
Advanced Behavior Management
Class Assignment #3

Behavior Support Plan

You are going to be the Behavior Specialist leading the development of a Behavior Support Plan (BSP). All forms for completion of the assignment are provided on WebCT. You must complete all forms listed below. Implementation of these steps will vary depending on your school site.

1. Develop a Competing Behavior Pathway
2. Brainstorm behavioral interventions across SE → A-B-C
3. Develop a specific lesson plan for teaching the alternative behavior
4. Develop a reinforcement plan for motivating the alternate/desired behavior:
   a. Description how and when the reinforcement plan will be used and monitored
   b. Attach materials used as part of the plan for reinforcing behavior, point card, etc.)
   c. Identify reinforcers that will be used & the criterion for earning reinforcers
   d. Describe how reinforcers were chosen.
   e. Describe how the reinforcement criterion was selected
5. Develop a crisis plan (if necessary)
6. Turn in completed copies of all forms used (Competing Behavior Pathway, Behavior Intervention Plan, Lesson Plan, Crisis Plan, etc.)
7. Make sure you can examine your Behavior Intervention Plan and answer the following questions:
   a. Do my interventions span Antecedent (prevention), teaching Behavior, and Consequences (reinforcing & extinction/responding to negative behavior)?
   b. Do my interventions match/address the function of the problem behavior?
   c. Are my suggested interventions feasible for the teachers & staff to carry out?

See Syllabus for Due Date
Advanced Behavior Management
Class Assignments
Assignment #4

Implementation Plan, Evaluation Plan & Behavior Plan Review

You are going to be the Behavior Specialist leading the development of a Behavior Support Plan (BSP). All forms for completion of the assignment are provided on WebCT. You must complete all forms listed below, but implementation at your school site will vary according to your site.

1. Develop an Implementation plan
   a. be specific in identifying exactly who will be carrying out which task and by when
   b. make sure to identify and include all necessary tasks in the behavior plan

2. Develop an Evaluation plan
   a. Provide specific measures for monitoring progress with an example of a completed data collection form
   b. Either collect 6 days of data using this evaluation plan (preferred), or make up data if you can not implement the data collection procedure at your site
   c. Graph the data on student outcomes

3. Hold a Behavior Plan Review Meeting and complete the BSP Review Meeting form (again, you may have to complete this form based on made up data, depending on implementation at your site).
   a. Review the data and summarize student progress and recommendations based on the data
   b. Rate the level of implementation of each task identified on your Implementation Plan using the following scale
      0 = Not Implemented
      1 = Implemented Inconsistently or by another person other that the person identified on the Imp Plan
      2 = implemented consistently by the person ID’d on the Imp. Plan

4. Write a 2-page reaction paper specifically explaining:
   a. Describe those things that went well during this assignment (assessment, support plan development, implementation or evaluation)
   b. Explain any resistance you faced in carrying out this assignment (assessment, support plan development, implementation or evaluation)
   c. Would you have involved outside, community supports in your behavior plan? If so, how?

5. Turn in Reaction Paper and attach completed copies of all forms above

See Syllabus for Due Date