

**Portland State University
Graduate School of Education
Department of Special Education**

**Advanced Behavior Management
Course Syllabus
Spring 2011**

Vision - Preparing professionals to meet our diverse communities' lifelong educational needs			
			
<p>Diversity and inclusiveness Candidates work effectively with diverse populations (1.1) Candidates promote inclusive and therapeutic environments (1.2)</p>	<p>Research-based practices and professional standards Candidates critically analyze and implement research-based practices (2.1) Candidates demonstrate appropriate professional knowledge, skills, and dispositions (2.2)</p>	<p>Impact on learning and development Candidates ensure that all learners and clients succeed (3.1) Candidates use technology to enhance learning and development (3.2) Candidates influence policy and provide leadership for organizations (3.3)</p>	<p>Evidence-informed decision making Candidates use evidence to address problems of practice and make informed educational and therapeutic decisions (4.1)</p>

Course: SPED 510 001 CRN # 63320
Time & Location: Mondays 4:00-6:30 ED 220
Credits: 3 credits, graded
Instructor: Chris Borgmeier, Ph.D.
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Office: ED Building, Room 204B
Office Hours: Tuesdays 3:00-4:00; Wednesdays 1:00-4:00

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.

PSU Special Education Vision & Mission

The Special Education Department at PSU is dedicated to preparing and supporting professionals to improve the educational outcomes and quality of life for all learners. We strive to increase the use of evidence based practices by preparing exemplary educators, collaborating with schools, building community partnerships and conducting and disseminating research.

PSU Special Education Department Critical Concepts	
Individualization	Inclusion
Scaffolding Instruction	Data Based Decision Making
Collaboration & Teaming	Leadership & Advocacy

Course Description

Focus on the tertiary tier of School-wide Positive Behavior Support and interventions for students with the most challenging problem behavior. Conduct assessments to identify function-based individualized interventions and lead a team-based approach to implement and monitor behavior support plans for the identified student.

Course Objectives

As a result of this course, students will:

Course participants will be able to:	GSE Framework
1. Describe the critical features of SW-PBIS <ul style="list-style-type: none">• 3-tier prevention model & Response to Intervention• Proactive, prevention focus• Systems / Data / Practices	Research & Diversity
2. Define teaming process, participants & roles critical to development and implementation of Tier 3 SW-PBIS	Impact & Research
3. Define legal requirements pertaining to use of FBA/BSP in schools	Impact, Evidence & Diversity
4. Identify role of function of behavior in informing behavioral interventions	Impact & Research
5. Identify the elements of the 3 term contingency (A-B-C) and setting events	Research
6. Conduct a Routines Analysis to prioritize routines for focus of behavioral interview	Impact & Evidence
7. Conduct a Functional Behavioral Assessment interview	Impact, Diversity & Evidence
8. Conduct a FBA/ABC Observation	Impact, Diversity & Evidence
9. Identify function-based interventions based on information from the FBA	Impact & Research
10. Identify characteristics and strategies critical to effective implementation planning and supporting implementation of interventions	Impact & Research
11. Develop evaluation plans focused on measuring student outcomes and implementation	Impact & Evidence
12. Identify readiness characteristics of schools previous to training & implementing Tier 3 SW-PBIS	Impact
13. District planning, systems and supports for Tier 3 and role of coaching in supporting Tier 3 SW-PBIS implementation	Impact

Required Texts and Readings

Can be purchased at the bookstore:

Crone, D.A. & Horner, R.H. (2003). *Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment*. Guilford Press: New York.

Crone, D.A., Hawken, L.S. & Horner, R.H. (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program*. 2nd Ed. Guilford Press: New York.

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-line:

www.tier3pbis.pbworks.com

Evaluation Procedures

Grades will be determined based on the following activities:

1. **Class Participation (50 points)**
 - a. Class Participation (5 pts/ 10 classes)

2. **Assignments (165 points)**
 1. School Continuum of Behavior Support (20 pts)
 2. Functional Behavioral Assessment (45 pts)
 3. Behavior Support Plan (Competing Behavior Pathway & Intervention suggestions) (40 pts)
 4. Implementation Plan & Evaluation Plan (30 pts)
 5. Behavior Support Plan Review & BSP Critical Features Checklist (30 pts)

3. **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.

Date	Topic	Assignment	Reading
3/28	Syllabus & Course Overview Behavioral Basics & Theoretical Base Functional Behavioral Assessment	Find a student	
4/4	School readiness, teaming and Communication FBA Interviewing		Sugai et al., 1999 Sugai, Lewis-Palmer & Hagan, 1998 Crone & Horner Ch. 1-3
4/11	Records Review, FBA/ABC Observation	Assign 1	Scott, Alter & McQuillan, 2010 FBA-BSP – Inst'l Packet FBA-BSP– Forms Packet
4/18	Function-Based Intervention	Assign 2	Crone & Horner Ch. 4 ABC Interventions Guides (Attn & Avoid)
4/25	Function-Based Intervention		Horner, Sugai, Todd & Lewis-Palmer, 2000
5/2	Team Based Implementation Planning	Assign 3	Todd, Horner, Vanater, & Schneider 1997 Crone & Horner Ch. 6-7
5/9	Evaluating Student Outcomes & Fidelity		Crone & Horner Ch. 8 OR Manifestation Determination
5/16	BSP Review & Safety Plan	Assign 4	Etscheidt, 2006
5/23	Wraparound & Behavioral Settings Coaching, Training & District Systems	Assign 5	Eber, Bren, Rose, Unizycki & London, 2008
5/30	Memorial Day – No Class		Crone, Hawken & Horner, 2010 Ch. 1-7
6/6	Tier 2 Interventions & Systems		Crone, Hawken & Horner, 2010 Ch. 8-12

General Policies/Expectations

PSU PRIDE	Classroom Expectation
Professionalism	Come to class on time and prepared. Turn in assignments on time or give advanced notice.
Respect	Focus attention during instruction, Go to instructor individually w/ class concerns
Integrity	Do your own work and give credit to the work of others
Diversity	Person First/ Respectful Language Open to others' perspectives, opinions & challenges
Excellence	Do your best work, Actively participate in Class & Activities Check with classmates to answer questions/ problem solve first

“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.