

**Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education**

**ECSE 4310
Functional Academic and Behavior Assessment
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self- motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*Council of Chief State School Offices, (2013, April). *InTASC model core teacher standards and learning progressions for teachers 1.0*. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course; ESCE 3010; ESCE 3020; Co-requisite ECSE 4010. The assessments to address the needs of students who are not progressing academically with current methods and who may be demonstrating behavioral challenges in the classroom. A field experience, as prescribed by the instructor, is required for this course.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Alberto, P. & Troutman, A. (2013). *Applied behavior analysis for teachers*. (9th ed.) Upper Saddle River, NJ: Pearson.

Class Materials

Basic Calculator, 1 folder with prongs, and highlighters

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

The teacher candidate will:

1. Describe the rationale for using functional academic and behavioral assessments to support students' progress, and describe how these assessments are related to Response to Intervention (RTI) (*InTASC 1,2,3,,6,7*).
2. Accurately measure student performance to determine academic and behavior supports needs (*InTASC 1,2,3,4,5,6,7,8*).
3. Conduct functional behavioral assessment (*InTASC 1,2,3,4,5,6,7,8, CPL 3.1*).
4. Identify antecedents that may evoke behavior and consequences that may be maintaining behavior through functional analysis methodology (*InTASC ,3,6,7*).
5. Conduct functional academic assessments to determine current academic needs (*InTASC 1,2,3,4,5,6,7,8, CPL 3.1*).
6. Design and implement environmental and instructional adaptations to assist in supporting student academic progress and appropriate behaviors (*InTASC 1,2,3*).

7. Identify and implement appropriate interventions that are linked to functional behavioral assessments outcomes (*InTASC 1,2,3,4,5,6,7,8, CPL 3.1*).
8. Identify strategies for facilitating generalization and maintenance of behavior change (*InTASC 1,2,3,4,5,9, 10 EDL 3.2*).
9. Discuss ethical considerations associated with the design of behavioral support plans (*InTASC 1,2,3,4,5,6,7,8,9,10, ELD2.2*).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Teaching Format/Strategies Presentations: Teacher candidates will identify three researched-based classroom management strategies in at least two teaching formats (teacher led whole or small group instruction, cooperative groups, centers, pair). The presentation will include narrative describing the rationale for the strategies, planning, and impact of the strategies on behavior and learning. Using Positive Behavioral Instructional Support (PBIS) for the three tiers of intervention (CO 1, 2, 3, 4, 5)
2. Behavior Change Portfolio Assignments: Throughout the semester, teacher candidates will collect data on the impact of their use of classroom management strategies on specific social behaviors designated on student IEPs or with consultation of practicum mentor teacher. They will analyze the data and make recommendations for use of management strategies (CO 1, 2, 3, 5).
This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty (DL3.1).
3. Functional Behavior Assessment (FBA) and Behavioral Intervention Plan (BIP): As an individual project implemented during practicum 3 (special education placement), teacher candidates will write a FBA and BIP to address individual student’s behaviors. The student will compile the following information on one student (CO 1, 2, 3, 4, 5, 6).
4. Advanced Positive Behavioral Support online modules as assigned: After reading the online materials on Functional Behavior Assessment, the teacher candidates will complete the multiple choice quizzes for each module (CO 5, 6).
5. Test and Quizzes – Teacher candidates will have a comprehensive test and multiple quizzes throughout the semester.
6. Behavior Scenarios – Given behavior scenarios, teacher candidates will identify the function of the behavior, appropriate consequences, and next steps for each situation.
7. Class participation/interaction: This class will utilize [Blazeview](#) to post class documents, readings, assignments, and activities. Students are expected to read the assigned chapters and notes, complete assignments and activities, and arrive to class fully prepared to discuss the assigned material and/or ask questions about the information or related issues presented in the readings or assignments. Free discussion and expression are encouraged in this class and students are expected to fully participate in class discussions and activities.

COURSE EVALUATION

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| 1. Class participation and Attendance | 10 |
| 2. PBIS Teaching Format / Classroom strategies and Environment Evaluations | 40 |

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| 3. Behavior Intervention Portfolio: Social Behavior | 100 |
| <i>This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty (DL3.1).</i> | |
| Behavior Change Project Proposal Questionnaire – 10 points | |
| Motivation Assessment – 2 points | |
| Reinforcer Preference Assessment – 2 points | |
| Antecedent-Behavior-Consequence (ABC) chart 2 days – 4 points | |
| FBA – 30 points | |
| Behavior Intervention Plan – 8 points | |
| IEP – 20 points | |
| Baseline Data with recording sheets (3 days) – 2 points | |
| Intervention Data with recording sheets (5 days) – 2 points | |
| Graph with baseline and intervention data – 10 points | |
| Reflection Paper – 10 points | |
| 4. Test and Quizzes | 30 |
| 5. Cumulative Final Project presentation | 20 |

TOTAL POSSIBLE POINTS **200 points**

Extra Credit -

- Professional Presentation Proposal (TIES Conference and/or Undergraduate symposium) – 5 points
- Project Learning Tree Participation - \$25.00 – 5 points

Georgia Assistive Technology on Education Conference (GATE conference) – Atlanta, GA - SCEC
 Georgia CEC Drive-Up Conference – Jonesboro, GA

GRADES

Grade Scale:

A = 90-100% of total points possible for course; B = 80-89%; C = 70-79%; D = 60-69%;
 F = 59% and below

Behavior Change Portfolio Content: Total 50 points

Extra Credit: NO EXTRA CREDIT OR ASSIGNMENTS TO INCREASE GRADES WILL BE REQUESTED FROM STUDENTS. Dr. Strozier may give extra credit points for special events throughout the semester.

ATTENDANCE POLICY

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... Instructors are required to maintain records of class attendance... It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77).

ASSIGNMENTS

All assignments are due at the beginning of class on the day they are due. An assignment is considered late if it is not available at the start of class. **Late assignments will be accepted up to 2 days after the due date. Ten percent (10% of the grade/points will be deducted for each day an assignment is late. If the assignment is not completed within 2 days, a grade of zero (0) will be assigned. Make-up exams (not quizzes) will be given at the discretion of the instructor.**

Dismissed from practicum placement

If the teacher candidate is dismissed from their practicum site and cannot complete their behavior intervention project, the student will receive a grade **no higher** than a “D” and will have to repeat the class another semester.

Student Substitute – If students are absent from class, it is the student’s responsibility to get their “substitute” to get class handouts or notes for that day.

CELL PHONE POLICY

This is an ECSE Department course and cell phones must be turned off and put away before entering the classroom. **Therefore, students will not talk on their cell phone, send, receive or check text messages in the classroom.** Cell phones must be put away and out of sight at all times. Since this communication use would interfere with your participation, points will be deducted from your in-class activity grade if any student does not adhere to this cell phone policy. In case of an emergency, please let me know to make special arrangements.

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

PROFESSIONALISM

This course is a professional education course. Please demonstrate professionalism in your interactions with the instructor and other students. Students will demonstrate professional dispositions by exhibiting the following professional behaviors:

1. Respect your learning and the learning of others
 1. Turn off your cell phones, ipads and laptops.
 2. Take responsibility for your own professional learning.
 3. Take responsibility by getting class notes/materials from peers/professor if absent.
 4. Arrive at class at the designated class start time.
 5. Stay throughout the entire class period.
2. Come Prepared for the work
 1. Prepare for class by reading the assigned materials.
 2. Turn in completed assignments on designated due dates.

3. Step up and share ideas honestly
 1. Participate in class discussions in a variety of ways.
 2. Don't be afraid to share your ideas or ask questions as needed.
 3. Interact in a professional manner (verbally and nonverbally) with peers and professor.
4. Demonstrate open-minded, active listening
 1. Listen to understand, interpret, and evaluate what you hear.
 2. Focus your attention on the speaker.
 3. Suspend your own frame of reference by avoiding judgment and other internal mental activities in order to fully attend to the speaker.
5. This list of professional behaviors is not limited to only the above professional behaviors—other professional behaviors may be taken into account by the professor when grading the student at the end of the semester.

ACCESSIBILITY STATEMENT

- o **Title IX Statement:** Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the **Office** of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.
- o **Access Statement:** Students with disabilities who are experiencing barriers in this course may contact the **Access Office** for assistance in determining and implementing reasonable accommodations. The **Access Office** is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's **Access Office** or email: access@valdosta.edu. <http://www.valdosta.edu/academics/academic-affairs/syllabi.php>

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available in BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term.) SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.