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

SEAC 5540
Positive Behavior Support
3 Semester Hours

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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 life-long 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 #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 #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

A study of the principles and application of positive behavioral support strategies for managing challenging behaviors of individuals with low incidence disabilities. Course content focuses on the development of behavioral support strategies derived from functional assessments.

REQUIRED TEXTBOOKS (*subject to change*)

Umbreit, J., Ferro, J., Liaupsin, C., and Lane, K. (2007). *Functional behavioral assessment and function-based intervention: An effective, practical approach.* Upper Saddle River, NJ: Merrill Prentice Hall.

COURSE OBJECTIVES (CO):

Candidates will:

CO 1: Accurately measure student performance to determine academic and behavior support needs (InTASC 6) ($AL_{2.2}$)

CO 2: Conduct functional behavioral assessment (InTASC 6) ($AL_{2.1}$) ($FL_{1.1}$)

CO 3: Identify antecedents that may evoke behavior and consequences that may be maintaining behavior through functional assessment methodology (InTASC 3, 6) ($DL_{3.3}$, $AL_{2.3}$)

CO 4: Design and implement environmental and instructional adaptations to assist in supporting student academic progress and appropriate behaviors (InTASC 2, 3, 7, 8) ($FL_{2.1}$, ($FL_{3.2, 3.4}$)

CO 5: Identify and implement appropriate interventions that are linked to functional behavioral assessment outcomes (InTASC 3,7, 8) ($AL_{3.1}$)

CO 6: Identify strategies for facilitating generalization and maintenance of behavior change (InTASC 7, 8)

CO 7: Use technology to collect, analyze, summarize, and/or report student performance data to aid in instructional decision-making (InTASC 6, 9) ($TL_{3.1, 3.2}$, $EDL_{3.1}$)

CO 8: Collaborate with others to collect reliable data (InTASC 10) ($EDL_{2.1}$)

CO 9: Discuss ethical considerations associated with the design of behavior intervention plans (InTASC 9) ($EDL_{1.1}$)

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Candidates are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner

Preparation: Candidates are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered online, candidates will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.

Attendance: Our class week will run from Tuesday through midnight on the following Monday. Candidates are expected to log in at least twice a week to respond to/read

responses to discussion questions, respond to classmates' postings, and retrieve assignments.

Discussion questions: Post responses to assigned discussion questions. Responses will be evaluated based upon the quality and completeness of the posting. A rubric will be provided that details the point structure. Late postings of discussion question responses (submitted after the end of the designated class week) will result in a 50% point reduction of the total points earned for the response. Responses that are posted more than one week late will earn 0 points.

Measurement assignment: Candidates will pinpoint and measure a targeted student's behavior using frequency, duration or latency, interval, and momentary time sampling recording methods. Detailed guidelines will be provided for the successful completion of this assignment. Measurement assignments that are submitted late will be charged a point reduction of 10 points for each day the assignment is late. Measurement assignments that are more than one week late will earn 0 points.

Graphing assignment: Candidates will graph data to visually analyze student performance. Detailed guidelines will be provided for the successful completion of this assignment. Graphing assignments that are submitted late will be charged a point reduction of 10 points for each day the assignment is late. Graphing assignments that are more than one week late will earn 0 points.

Indirect and Direct Assessments : Candidates target a student in their classroom and will complete indirect assessments (e.g., interviews) as the initial part of the functional assessment process. Subsequently, candidates will conduct direct observations of the targeted student's behavior to identify the antecedents to the behavior and the consequences maintaining the behavior. Detailed guidelines will be provided for the successful completion of these assessments. Assignments that are submitted late will be charged a point reduction of 10 points for each day the assignment is late.
(**AL$_{2a}$ Course Proficiency Assessment**).

Testing the Intervention: Candidates will design a project to test the effect of the intervention they have developed on their targeted student's behavior, collecting direct observation data and interobserver agreement data. Detailed guidelines will be provided for the successful completion of this assignment. Projects that are submitted late will be charged a point reduction of 10 points for each day the assignment is late. Projects that are more than one week late will earn 0 points.

Behavior intervention plan: Candidates will develop a behavior intervention plan based on the outcome of the functional assessment. Detailed guidelines for successful completion of this assignment will be provided. Behavior intervention plan assignments that are submitted late will be charged a point reduction of 10 points for each day the assignment is late. Behavior intervention plans that are more than one week late will earn 0 points.

The instructor reserves the right to adjust assignments as needed, based on class performance and progression through the course content.

Task	Individual Point Value
Discussion Questions	100 (5 @ a maximum of 20 pts. each)
Measurement Assignment	25
Graphing Assignment	20
Indirect Assignment	50
Direct Assignment	50
Project to Test the Intervention	100
Behavior Intervention Plan	100
Total Points	**445**

Please note: Failure to turn in the Indirect Assessment Assignment, the Direct Assessment Assignment, the Project to Test the Intervention, and/or the Behavior Intervention Plan Assignment will result in a loss of one letter grade from the earned class letter grade for each missed assignment. The earned letter grade will be calculated by first dividing the points earned by the total points available, and then the grade will be reduced one letter for each missed assignment indicated above.

Grading Scale:

93 – 100% = A
83 – 92%　= B
73 – 82%　= C
63 – 72%　= D
62% and below = F

ATTENDANCE POLICY

Candidates are expected to participate in class each week as indicated throughout the semester. In order to be successful in this class, you must log into the course at least twice each week and submit assignments on time.

A NOTE ABOUT LATE ASSIGNMENTS

Organization and time management are critical components for success in online classes. Candidates must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. This is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. Late postings of discussion question responses will result in a 50% point reduction of the total points earned for the response. Discussion question responses that are posted more than

one week late will earn 0 points. Late submission of the Measurement Assignment, Graphing Assignment, Indirect Assessment, Direct Assessment, and Behavior Support Plan will result in a point reduction of 10 points for each day the assignment is late. If any of these assignments are more than one week late, 0 points will be earned. Candidates who fail to turn in any of the major assignments (i.e., Indirect Assessment, Direct Assessment, and Behavior Support Plan) will lose one letter grade from the earned class grade for each missed assignment.

PROFESSIONALISM

Teacher candidates are expected to correspond and interact with fellow classmates and course instructors in a professional manner at all times. As participants in VSU's MAT program in Special Education, Adapted Curriculum, candidates are further expected to demonstrate professionalism outside of the university setting, e.g., in their classroom, schools, and communities.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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

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.

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 on 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. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.