

**Functional Behavioral Assessments and Behavior Intervention Plans**  
**University of Texas at Tyler**

**Course:** **EDSP 5349 (Section 061)**

Semester & Year: Fall 2025

Time & Days: Online

Location: Online

**Instructor Information:** **Derek Daskalakes, PhD**

Assistant Professor, School of Education

Office Hours: Wednesdays 4pm – 7pm and by appointment

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Zoom link: Meeting ID: 346 727 9421

[Zoom Link \(Dr. D.\)](#)

**Course Catalog Description**

The purpose of this course is to provide an in-depth understanding of functional behavioral assessments (FBAs) and behavior intervention plans (BIPs). Students will learn how to conduct and analyze an FBA and develop a comprehensive BIP to support the needs of individuals with EBD. Students will also explore ethical considerations when conducting an FBA and developing a BIP. The course will include topics related to FBA and BIP including principles of behavior, various data collection methods, antecedent- and consequence-based interventions, and replacement behaviors.

**Student Learning Outcomes**

The following student learning outcomes are aligned with the Council for Exceptional Children's (CEC's) Advanced Specialty Set Standard for Special Education Behavior Intervention Specialist and the State Board for Education Certification (SBEC) Standards for Special Education.

At the end of this course the student will be able to...

<b>Student Learning Objectives</b>	<b>SBEC Standards and CEC Advanced Specialty Standards</b>
<i>Understand, define, and explain</i> the purpose of functional behavioral assessments (FBAs) and behavior intervention plans (BIPs).	SBEC: Standard V CEC: SEBIS.5.K3
<i>Understand</i> the benefits of FBAs and BIPs.	SBEC: Standard V CEC: SEBIS.5.S2, SEBIS.5.S3
<i>Demonstrate</i> an understanding of the principles of behavior and the theoretical foundations of behaviorism.	SBEC: Standard I, II SEBIS.3.K1
<i>Identify</i> and <i>evaluate</i> ethical considerations related to conducting an FBA and BIP.	SBEC: Standard V SEBIS.6.K1, SEBIS.6.K2, SEBIS.6.S1, SEBIS.6.S2

<b>Apply</b> behavior expectations and standards to support a safe, positive learning environment in the classroom.	SBEC: Standard VII SEBIS.5.S4, SEBIS.5.S3
<b>Conduct</b> a comprehensive FBA which include using appropriate data collection methods, analysis of data, identification of patterns, and identification of a hypothesis related to a student's target behavior.	SBEC: Standard V, VII CEC: SEBIS.5.S3, SEBIS.4.S2
<b>Modify</b> the environment to manage inappropriate behaviors by <b>selecting</b> and <b>implementing</b> appropriate interventions based on the results of the FBA including antecedent-based, consequence-based, and replacement of behaviors.	SBEC: Standard VII, X CEC: SEBIS.5.S3, SEBIS.4.S2, SEBIS.5.S4
<b>Develop, implement, and monitor</b> a comprehensive BIP.	SBEC: Standard VII, X CEC: SEBIS.4.S2, SEBIS.5.S4, SEBIS.6.K2
<b>Collaborate</b> with families and other stakeholders to ensure the BIP is effective and comprehensive.	SBEC: Standard III CEC: SEBIS.4.S2, SEBIS.5.S4, SEBIS.6.K2

### Required Text and Related Readings

Steege, M. W., Pratt, J. L., Wickerd, G., Guare R., Watson, T. S., & Gresham, F. M. (2019). *Conducting school-based functional behavioral assessments: A practitioner's guide* (3<sup>rd</sup> ed.). Guilford Press.

American Psychological Association (n.d.). APA Digital Style Guide. Retrieved from: [APA Digital Style Manual NEW! - Using Muntz Library - Research Guides at University of Texas Tyler](#)

Other readings as assigned in course modules.

### Course Topics

- Introduction to FBAs and BIPs
- Theoretical foundations of behavior
- Ethical considerations
- Data collection methods
- Conducting an FBA
- Analysis of FBA data
- Interventions including antecedent-based, consequence-based, and replacement behaviors
- Develop, implement, and monitor the BIP
- Educational policy in connection with relevant practices

## Evaluation and Grading

1. **Zoom video conferences:** Students will participate in at least two zoom conferences throughout the semester. The purpose of the zoom conferences is to check-in, get to know one another, and facilitate social interactions that are relevant to learning within the course.
2. **Readings and written analyses:** Students will read the book chapters and other assigned readings and complete activities over them to measure student comprehension of the course material.
3. **Discussion boards:** Students will discuss topics as related to understanding and conducting FBAs and BIPs.
4. **Case studies:** Students will read and analyze case studies of students with EBD and develop an appropriate plan to meet the students' needs.
5. **Learning experience activities:** Students will periodically complete practice activities provided in the course textbook to support learning and skill acquisition.
6. **IRIS Module:** Students will complete a practice IRIS module using a hypothetical student case study.
7. **BAPS-I Report:** Student will apply their knowledge of the appropriate forms and procedures to develop a BAPS-I report.
8. **Conduct an FBA and develop a BIP for a case study:** Students will conduct an FBA and develop a comprehensive BIP.

Grading is based on the total number of points accumulated by each student at the end of the semester for all evaluations including class activities and assignments.

*Assignments and point values subject to change – Canvas will have all assignment details.*

Zoom video conferences:	50 points
Written analyses:	100 points
Discussion boards:	175 points
Case studies:	75 points
Learning Exp. Activities	160 points
IRIS Module	25 points
BAPS-I Forms	120 points
FBA and BIP Project:	300 points

## Course Grading Scale:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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### Communication

You can contact me via email at [ddaskalakes@uttyler.edu](mailto:ddaskalakes@uttyler.edu). You can also contact me using the email function in Canvas. I will make every effort to respond to your emails within 24 hours. My preferred method of communication is email, but you can also contact me on my office phone if the issue is urgent.

### Teaching Strategies

It is expected that this class will function in a graduate online format. While the instructor will provide some lecture materials, emphasis will be on completing assigned readings and assignments that are designed to encourage students to make connections between course materials and aspects of educational practice. The following instructional strategies will be employed during this class:

- Recorded lectures
- Analysis of course readings
- Case study examples and analysis
- Discussion board engagement
- Limited Zoom meetings and discussion

### Course Policies and Guidelines

**1) Weekly Module Sequence:** Modules containing course content and assignments will be made available on Canvas on a weekly basis. Module will be available each Monday morning at 12:00am and will remain accessible for the remainder of the course. All module readings, activities, and assignments are expected to be completed and submitted to Canvas by 11:59pm Sunday night of the same week unless otherwise specified by the instructor. Put another way, students are expected to engage with and complete all module items within one week of being made available on Canvas.

**2) Assignment Submission:**

Written assignments should follow APA formatting protocol unless otherwise directed. Broadly, that includes the following:

- 8½" x 11" sized page
- Times New Roman or Arial 12-point font
- Double-spaced (unless otherwise directed)
- 1-inch margin on all sides.
- Put page numbers on the top or bottom right-hand side.
- Put the title of the assignment, your name, and course title or number centered at the top of your paper.
- Upload written assignments on the Canvas website under the assignment tab.

**a) Criteria for all assignments** will be available in Canvas unless otherwise notified by the instructor.

**Canvas.** Students will access class notes, assignments, grades, and course information through Canvas. Any changes to the course schedule, schedule of assignments, or any special assignments

will be posted on Canvas. Students are expected to regularly check Canvas for updates and to download any class handouts.

- b) **Late work:** It is expected that assignments and projects be submitted on time. **An assignment will be considered late if it is not turned in on the day it is due.** You may turn in your assignment early. Late assignments are not accepted unless prior arrangements have been made with the instructor. Assignments and due dates are posted in Canvas.
- c) **Plagiarism.** Students need to use their own words when completing all assignments. A zero will be given for any assignment that is detected as being plagiarized. Students are subjected to a disposition or a failing grade in the course.
- d) **AI.** The use of artificial intelligence (AI) tools, such as ChatGPT or Copilot, are prohibited for use on course assignments unless expressly permitted by the course instructor. Using AI tools without appropriate acknowledgment and citation violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such.

**TurnItIn** is a tool that will be used to check a document for plagiarism and AI use. The tool provides feedback as to whether the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating. Once you submit an assignment, you will get a report where you can see plagiarism detection and grammatical errors.

- 3) **Zoom etiquette.** During any zoom sessions, you will need to be on time and have your video turned on for the duration of the meeting. You will need to be an active participant in the meeting discussion. Please make sure you are in a quiet area to best allow yourself and others to participate in the meeting.
- 4) **You are responsible** for all information provided in the course syllabus, posted to Canvas, and/or provided through the limited Zoom engagements planned for the course. That said, I am always happy to answer questions (any and all), and otherwise support students' learning in the course.
- 5) **Person First Language.** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class we will strive to always use "people first" language. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" and not "an autistic".
- 6) **Safe Zone.** The professor considers our online 'classroom' to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the course space a safe environment.

- 7) **Dispositions.** All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the U.T. Tyler School of Education Dispositions. Information on dispositions can be found under the attachments of the Course Information Page.

*According to The University of Texas at Tyler Office of the President, UT Tyler is committed to student success by providing a uniquely balanced student experience in an environment of innovative teaching shaped to serve and advance the educational, economic, technological, and public interests of East Texas and beyond. We aspire to be the primary educational and economic driver of East Texas. <https://www.uttyler.edu/president/missionstatement.php>*

*Excellent teachers must aspire to encourage and engage students with a wide range of abilities, interests, and personalities. UT Tyler has the responsibility of guiding and evaluating teacher candidates' effectiveness, knowledge and skills, and professional habits using many instruments and methods to ensure the highest quality of teacher performance in the complex classrooms of the 21<sup>st</sup> century.*

*A professional disposition includes principles or standards reinforcing teacher candidates' success in school and in the classroom. Professional dispositions include values, professional ethics, honesty, responsibility, and social justice. These beliefs and attitudes shape how an educator interacts with colleagues, students, and families. Each semester student dispositions are evaluated by course instructors and field supervisors in consultation with mentor teachers.*

## **College of Education and Psychology (CEP) Vision and Mission**

### **Core Purpose of the College of Education and Psychology**

To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

**Vision:** The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

**Mission:** The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

## **UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS**

**Texas Education Standards:** The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).

### Course Schedule

Date	Module	Assignments
Aug. 25 – Aug. 31	Module 1 – Introduction	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #1</li> <li>• Group conference #1</li> </ul>
Sep. 1 – Sep. 7	Module 2 – Conceptual Foundations of FBA	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Written analysis #1</li> </ul>
Sep. 8 – Sep. 14	Module 3 – Executive Skills	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Case study #1</li> <li>• IRIS Module assignment</li> </ul>
Sep. 15 – Sep. 21	Module 4 – Behavior Analytic Problem-Solving Model	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #2</li> <li>• BAPS form 6.1</li> </ul>
Sep. 22 – Sep. 28	Module 5 – Indirect FBA	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Written analysis #2</li> <li>• BAPS form 7.1</li> </ul>
Sep. 29 – Oct. 5	Module 6 – Descriptive FBA	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Case study #2</li> <li>• BAPS forms 8.1 – 8.4</li> </ul>
Oct. 6 – Oct. 12	Module 7 – Experimental FBA and Reinforcement	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #3</li> <li>• Learning exp. activities #1</li> </ul>
Oct. 13 – Oct. 19	Module 8 – Function-Base Interventions	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Written analysis #3</li> <li>• Learning exp. activities #2</li> <li>• Group conference #2</li> </ul>
Oct. 20 – Oct. 26	Module 9 – Treatment Analysis and FBA Templates	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Case study #3</li> <li>• Learning exp. activities #3</li> </ul>
Oct. 27 – Nov. 2	Module 10 – Putting it Together (FBA)	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #4</li> <li>• Learning exp. activities #4</li> </ul>
Nov. 3 – Nov. 9	Module 11 – Putting it Together (BIP)	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #5</li> <li>• Learning exp. activities #5</li> </ul>
Nov. 10 – Nov. 16	Module 12 – Educational Policy and FBA/BIP	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #6</li> </ul>

Nov. 17 – Nov. 23	Module 13 – Ethics and FBA/BIP	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Discussion board #7</li> </ul>
Nov. 24 – Nov. 30 (TG)	Module 14 – Contemporary Criticisms	<ul style="list-style-type: none"> <li>• Course readings</li> <li>• Written analysis #4</li> </ul>
Dec. 1 – Dec. 7	Module 15 – Final Assignment	<ul style="list-style-type: none"> <li>• Submit final FBA/BIP assignment</li> </ul>

\*\* Note that the course schedule is subject to change at the instructor's discretion.

### **University Policies and Information**

Go to our class Canvas for information relating University Policies.

### **Student Resources**

Go to our class Canvas for information relating University Policies.