

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

Course: **EDSP 5349**

Semester & Year: Fall 2025

Time & Days: Online

Location: Online

Instructor Information: **Derek Daskalakes, PhD**

Assistant Profession, School of Education

Office Hours: 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...

Student Learning Objectives	SBEC Standards and CEC Advanced Specialty Standards
<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

Identify and evaluate ethical considerations related to conducting an FBA and BIP.	SBEC: Standard V SEBIS.6.K1, SEBIS.6.K2, SEBIS.6.S1, SEBIS.6.S2
Apply behavior expectations and standards to support a safe, positive learning environment in the classroom.	SBEC: Standard VII SEBIS.5.S4, SEBIS.5.S3
Conduct 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
Modify the environment to manage inappropriate behaviors by selecting and implementing 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
Develop, implement, and monitor a comprehensive BIP.	SBEC: Standard VII, X CEC: SEBIS.4.S2, SEBIS.5.S4, SEBIS.6.K2
Collaborate 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* (3rd ed.). Guilford Press.

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th ed.).

Other readings as assigned in class.

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

Teaching Strategies

Strategies utilized in the delivery of the course will include various readings, lecture, discussion, group collaboration, Zoom conferences, and application activities/assignments.

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 get to know one another and facilitate conversations about topics being discussed in class.
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. **BAPS-I Report:** Student will apply their knowledge of the appropriate forms and procedures to develop a BAPS-I report.
6. **Research presentation:** Students will develop and record a research presentation on a topic associated with EBD.
7. **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:	125 points
Discussion boards:	125 points
Case studies:	100 points
BAPS-I report	150 points
Research presentation:	100 points
FBA and BIP Project:	250 points

Course Grading Scale:

A (90%)	B (80%)	C (70%)	D (60%)	F (less than 60%)
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Course Content**Module 1: Introduction to Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs)**

Zoom conference

Complete assigned readings

Complete assigned activities

Discussion post

*All subsequent modules will follow the same structure as module 1. The purpose of this course is to build understanding and then develop an FBA and a BIP.

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.