



**College of Education and Human Development
Division of Special Education and disAbility Research**

Fall 2018

EDSE 402 001: Classroom Management and Applied Behavior Analysis
CRN: 71272, Credits– 3

Instructor: Maria Newman	Meeting Dates: 8/27/2018 – 12/03/2018
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Office Hours: Available Upon Request	Meeting Location: Fairfax, KH 14
Office Location: Krug Hall 14	Other Phone: N/A

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None

Co-requisite(s): None

Course Description

Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management, including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Did you know Mason has an Accelerated Masters program in Special Education that allows students to count coursework taken as an undergraduate for graduate credit? For more information, meet with an advisor: <http://gse.gmu.edu/special-education/advising/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).
3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
4. Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.

15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other environments.
18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavioral plans. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9th ed.) Upper Saddle River, NJ: Pearson.

Scheuermann, B. K., & Hall, J. A. (2016). *Positive behavioral supports for the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 402, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Functional Behavioral Assessment (24 points) (CAEP assignment: Required PBA): In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. More detailed information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment.

- Submit to the course Bb site for instructor scoring.
- The scored assignment will be returned to you via the course Bb site.
- Follow directions provided during class for when this assignment should be uploaded to the corresponding required Performance-Based Assessment Blackboard category for Tk20.

Behavior Intervention Plan (28 points) (CAEP assignment: Required PBA): Based on the information you gathered in the FBA and the hypothesis you

made about the function of the problem behavior(s), you will develop a Behavior Intervention Plan. More information about this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment.

- Submit to the course Bb site for instructor scoring.
- The scored assignment will be returned to you via the course Bb site.
- Follow directions provided during class for when this assignment should be uploaded to the corresponding required Performance-Based Assessment Blackboard category for Tk20.

Performance-based Common Assignments (No Tk20 submission required.)

Classroom Management Plan (24 points)

Students will develop a comprehensive classroom management plan that includes preventative and instructional strategies to support the academic and behavioral needs of a diverse classroom. The final product will be a 3-5 page document (not including title, references, or figures), double spaced, with 12-point Times New Roman font. A rubric will be provided outlining criteria.

Comparison of School Wide Discipline Plan (6.5 points)

Students will obtain and examine the school-wide behavioral/ discipline plan at the school where they work. If you are not currently working at a school, discuss options with the instructor. During class, students will compare and contrast their schools' plan with those of others and to the Positive Behavior Intervention and Support (PBIS) model and report their findings to the large group. A rubric will be provided outlining criteria.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Skill Presentation [Teach us HOW to do something!] (5 points)

Throughout the semester, you will be learning evidence-based practices and techniques (e.g., data collection) that are new for you, or that you know about (knowledge) but you have not yet practiced (skill). Select one knowledge topic (a partial list is on the next page), and sign up to “show us the skill” for that topic during a class session. Because one purpose is to see you teaching a topic, do not plan to use YouTube clips. The only reason a YouTube clip might be selected is if you were teaching data collection techniques, and data were being collected from behaviors on YouTube.

Select the date and topic wisely so you are sufficiently challenging yourself. More Information on the Skill Presentation will be provided during class; rubrics will be on the Bb.

Possible topics and evidence-based practices (EBPs) techniques:

- a. Positive reinforcement distinguished from negative reinforcement
- b. Differential reinforcement techniques
- c. Schedules of reinforcement
- d. Data collection techniques
- e. Single subject research designs
- f. How to evaluate the impact of interventions on the targeted behavior
- g. Behavioral objectives
- h. Crisis interventions
- i. Social skills instruction

Classroom Attendance (7 points)

Students are expected to attend **all** classes, arrive on time, and remain in class for the duration of each session. When absence from class is unavoidable, students are responsible for getting all class information (e.g., handouts, announcements, lecture notes) from another class member *prior to the class meeting that follows the absence*. Please note that some classes include class activities in which students earn points toward the final grade. **Points missed due to absences during class activities CANNOT be made up.**

Preparation, Participation, Drafts (5.5 points)

Discussion Guides: For each set of readings identified per class session, a corresponding Discussion Guide is completed. The format and purpose of the Discussion Guide (DG) will be sent in advance of the course to all registered students so that the DG can be completed for Class 1 readings. More discussion about the DGs will be provided during Class 1, featuring feedback from students about the DGs from previous semesters. The Discussion Guides are one way students prepare to engage in discussions about content read for that class session. Eight DGs are due throughout the semester @ .5 points = 4.0 points total.

Draft Assignments: At various points throughout the semester, students will bring drafts of upcoming assignments to acquire peer feedback and input. Two drafts @ 1.0 points = 2.0 points total.

Professionalism: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, be prepared by completing all assignments and other activities prior to the class start time, and participate in a professional manner with peers and the instructor.

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom,

and complete all assignments with professional quality by the assigned due date. Each class, students will participate in activities that contribute to the attendance and participation portion of the final grade. Points missed due to absence from class cannot be made up. However, if an absence from class is unavoidable, students may be permitted to complete additional assignments (e.g., written work or activities) to compensate for attendance points lost due to the absence from class. Please notify the instructor in advance of any absences.

Late Work

All assignments are due at the beginning of class in hard copy or submitted on Blackboard electronically, unless otherwise noted. Please see instructor if you are not able to turn in your assignment by the due date. If you do not communicate with the instructor prior to your assignment being late, 2 points will be deducted from the final assignment grade for each day beyond the due date.

EDSE 402	
Performance-Based Summative Evaluation Points	
Assignment	Total points available
a. Classroom Attendance	7 points
b. Preparation, Participation, Drafts	5.5 points
c. Comparison of School Discipline/Behavior Plans	6.5 points
d. Classroom Management Plan	24 points
e. Skill Presentation	5 points
f. Functional Behavioral Assessment (FBA)	24 points
g. Behavior Intervention Plan (BIP)	28 points
TOTAL	... / 100 points
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.	

Grading Scale

- 95-100% = A+
- 90-94.9% = A
- 85-89.9% = B+
- 80-84.9% = B

- 70-79.9% = C
- 60-69.9% = D
- < 60% = F

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Topic(s)	Readings Due	Assignment Due (4:30 on Day of Class)
Week 1 8/28	<ul style="list-style-type: none"> • Welcome & Course Overview • Syllabus Review • Roots of ABA & PBIS • Intro to ABA & PBIS 	None	None
Week 2 9/4	<ul style="list-style-type: none"> • Foundations • Defining Characteristics of ABA • Intro to basic principles of behavior 	S & H Ch. 1 & 2 OR A & T Ch. 1 & 2	Complete online field experience form Discussion Guide

Week 3 9/11	<ul style="list-style-type: none"> Preventing Challenging Behaviors 	S & H Ch. 5 & 6	Discussion Guide
Week 4 9/18	<ul style="list-style-type: none"> SWPBIS School Rules & Procedures 	S & H Ch. 3 & 4	In Class: Comparison of School Wide Discipline Plan
Week 5 9/25	<ul style="list-style-type: none"> Behavioral Objectives Data Collection Techniques 	S & H Ch. 7 A & T Ch. 3 & 4	Discussion Guide
Week 6 10/2	<ul style="list-style-type: none"> Review/Synthesis Preview FBA 		Classroom Management Plans Due
Week 7 10/9	<ul style="list-style-type: none"> Conducting an FBA 	S & H Ch. 8 A & T Ch. 7	Discussion Guide
Week 8 10/16	<ul style="list-style-type: none"> Graphing Data Single-Subject Design 	A & T Ch. 5 & 6	Discussion Guide Skills Presentations
Week 9 10/23	<ul style="list-style-type: none"> Connecting Information: From FBA to BIP Peer Review of FBA Draft 	*Bring FBA Draft	FBA Draft Skills Presentations
Week 10 10/30	<ul style="list-style-type: none"> BIP Basics Guest Speaker 		FBA Due
Week 11 11/6	<ul style="list-style-type: none"> Developing a responsive BIP 	A & T Ch. 8 & 9	Discussion Guide Skills Presentations
Week 12 11/13	<ul style="list-style-type: none"> Ensuring a cohesive BIP Peer Review of BIP Draft 	*Bring BIP Draft	BIP Draft
Week 13 11/20	<ul style="list-style-type: none"> Antecedent control, shaping, prompting, modeling, fading, chaining 	A & T Ch. 10	Discussion Guide Skills Presentations
Week 14 11/27	<ul style="list-style-type: none"> Maintenance Generalization Self-Management 	A & T Ch. 11 & 12	Discussion Guide Skills Presentations
Week 15 12/4	<ul style="list-style-type: none"> Reflection + Goal Setting Course Evaluations 		BIP Due

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk2ohelp@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Appendix

Assessment Rubric(s): Please see attached rubrics for the FBA & BIP Performance Based Assessments. Common assignment and other assignment rubrics are posted on Bb.

EDSE 402: Functional Behavior Assessment Grading Rubric

Evaluation Standards	Required Components	Points
Student Description Length: ~ 2 paragraphs	Demographic and background information of student is provided with excellent writing <input checked="" type="checkbox"/> Student's age, grade, disability category. <input checked="" type="checkbox"/> Description of similarities and differences between student and peers. <input checked="" type="checkbox"/> Discussion of educational impact of student's exceptionality, attitude, interests, values, and behavioral issues, and the effect these conditions have on the student's life (<i>tip: use content learned in previous courses</i>).	/1
Overview of Setting/Context Length: ~ 1 page	Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of <input checked="" type="checkbox"/> Identify setting/s (e.g., special education self-contained? General education co-taught setting?) in which the Indirect and Direct Assessments occurred. <input checked="" type="checkbox"/> Describe the general classroom layout (focus on upcoming content in this assignment, not to all class layouts). <input checked="" type="checkbox"/> Describe classroom rules, routines, expectations (demands of the learning environment), schedule, and the general classroom management techniques current	/2

	<p>being used in that setting (prioritize relevant information pertaining to upcoming content in this assignment).</p> <p>✓ <input type="checkbox"/> Describe interventions or procedures that have previously been used to eliminate or minimize the behavior/s of the targeted student, such as what teacher/s have done and what classroom management techniques have been used. Be sure to include how effective these procedures were (confine this content to relevant information pertaining to upcoming content in this assignment).</p>	
Operational Definition of Behavior	<p>Describe the problem behavior/s using clear observable language (avoid using any general terms <i>at any point in this assignment</i> to describe the behavior)</p> <p>Length: ~ 1-3 sentences per behavior (~ 1-2 paragraphs)</p>	/1
Indirect Assessment of Behavior	<p>FACTS Interview Parts A and B (Part B was completed twice, but focus this section on the behavior from the Part B prioritized routine – leads to behavior targeted in BIP)</p> <p>✓ <input type="checkbox"/> Identify time/s and date/s of interview(s) ✓ <input type="checkbox"/> Identify person interviewed (no real names or locations at any point in the 402 course) ✓ <input type="checkbox"/> Summarize major findings from FACTS Interview Parts A and B</p> <p>Length: ~ 2 pages</p> <p><i>FACTS interview form is filled out completely (no blank sections, and Part B is completed twice for each of two routines) and included in appendix (precede by a title page)</i></p>	/9
Direct Assessment of Behavior	<p>Observations and Corresponding ABC Information</p> <p>✓ <input type="checkbox"/> Identify time and date of observations ✓ <input type="checkbox"/> Identify setting(s) for observations ✓ <input type="checkbox"/> Summarize major findings from the observations and ABC Data Recording Sheets ✓ <input type="checkbox"/> Describe several ABC sequences that are representative of behaviors from the prioritized routine</p> <p>Length: ~ 2 pages</p> <p><i>Information is thorough and clear, and all is included in appendices (precede by title pages, such as one appendix for longhand notes and another appendix for the ABC recording sheets)</i></p>	/9
Summary and Hypothesis of Function	<p>✓ <input type="checkbox"/> Provide a thorough and clear summary of results of assessments (indirect and direct assessments). ✓ <input type="checkbox"/> Summarize the prioritized antecedent/s-behavior-consequence/s ✓ <input type="checkbox"/> Identify a hypothesis of the function of the prioritized behavior</p> <p>Length: 2 paragraphs</p>	/ 1.5
Technical APA Style	✓ <input type="checkbox"/> APA (6 th edition) style used to cite sources throughout paper and in reference list	/0.5
Total Points Earned		/ 24

Full credit for assignments turned in on time only

EDSE 402: Behavior Intervention Plan Grading Rubric		
Evaluation Standards	Required Components	Points Earned
	<ul style="list-style-type: none"> • Avoid first person (i.e., using “I” or “We”) throughout the entire assignment. • Use excellent written language (per APA style) throughout. • Integrate findings from one recent (past three years) research article from a special education peer-reviewed journal in the comprehensive Intervention Plan. • Cite each of your textbooks’ authors one time in this assignment. • Use the technical terms as identified in texts (e.g., antecedent, consequence, function, specific schedules of reinforcement) throughout the assignment v. synonyms. • Do not use any identifying information of people, schools, or school systems. Maintain confidentiality in written documents and in appendices in all EDSE 402 assignments. 	
Introduction	<ul style="list-style-type: none"> ✓ <input type="checkbox"/> Provide a brief overview about who the student is (e.g., age, grade, disability label, setting/s). Use pseudonyms for everyone – no real names of students or teachers or schools should be used on any assignments for this course. ✓ <input type="checkbox"/> Clearly describe the behavior of concern so a stranger knows what it is. ✓ <input type="checkbox"/> Explicitly and clearly identify one ABC sequence and the function of behavior. ✓ <input type="checkbox"/> Excellent written language throughout. 	/1.5
Expected Outcome	<ul style="list-style-type: none"> ✓ Identify the desired replacement or alternative behavior ✓ Identify the behavioral objective ✓ Excellent written language throughout 	/2.5

Reinforcer / Activity Preference Assessment	<ul style="list-style-type: none"> ✓ Use three methods to identify reinforcers and activity preferences ✓ Describe how you plan to integrate the reinforcers/preferences into the intervention [then be sure you do this] ✓ Excellent written language throughout 	/4
Parsimonious Interventions	<p>Focus this section on three parsimonious interventions for achieving the behavioral objective and changing the behavior of concern.</p> <ul style="list-style-type: none"> ✓ Identify and describe three parsimonious interventions. Be sure to describe clearly so that a substitute could read the interventions and know how to use each one. 	/4
Comprehensive Intervention Plan	<p>Focus this section on one comprehensive intervention for achieving the behavioral objective and changing the behavior of concern</p> <ul style="list-style-type: none"> ✓ Identify and describe the name of the intervention. ✓ <input type="checkbox"/> Describe the intervention in a way that is specific enough that a substitute teacher could implement tasks ✓ <input type="checkbox"/> Identify and describe the specific reinforcement schedule for reinforcers you plan to integrate into your intervention plan (some plans already have reinforcement components, for which you identify the schedule of reinforcement) ✓ <input type="checkbox"/> For each / all tasks (for each of above), tell who is responsible for what and the timeframe for implementation ✓ <input type="checkbox"/> Describe how you plan <i>to teach the student his/her part of the intervention</i>, which likely includes the student's replacement behavior. Ensure the intervention is the least intrusive and most positive intervention that is likely to bring about the desired behavior change. ✓ <input type="checkbox"/> Develop all materials for implementation (these should be labeled and placed in Appendices) ✓ <input type="checkbox"/> Provide support for the method/s you plan for the intervention from one recent (past three years) research articles published in a special education peer-reviewed journal. The content from the article should provide data that supports the use of that intervention (i.e., the intervention would likely be considered an evidence-based practice) which has been validated for students who are similar age, similar characteristics, and similar behaviors ✓ <input type="checkbox"/> Excellent written language throughout 	/9.5

Evaluation and Impact of Intervention Plan	<ul style="list-style-type: none"> ✓ <input type="checkbox"/> Develop the data collection system and corresponding graph ✓ <input type="checkbox"/> Identify the single-subject research design you plan to use. Be sure your intervention plan reflects the single-subject research design (e.g., if using alternating treatments, then each treatment needs to be described as an intervention in the Intervention Plan). Be sure your graph is set up to match the single-subject research design. Be sure all of this matches your behavioral objective. ✓ <input type="checkbox"/> Tell how you will evaluate whether or not the intervention plan is working. ✓ <input type="checkbox"/> Excellent written language throughout. 	/5
APA Technical	<ul style="list-style-type: none"> ✓ <input type="checkbox"/> APA citations within the plan and in References are accurate. 	/1.5
Total Points Earned		/28