



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

Spring 2019

EDSE 502 649: Classroom Management and Applied Behavior Analysis

CRN: 22111, 3 – Credits

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| Instructor: Dr. Kelly Henderson | Meeting Dates: 3/14/2019 – 5/16/2019 |
| Phone: 703-282-3408 (textable, identify yourself in your message) | Meeting Day(s): Thursday |
| E-Mail: khender8@gmu.edu | Meeting Time(s): 5 pm – 9:30 pm |
| Office Hours: Before and after class, by appointment. Other office hours available by appointment at my office in Fairfax City. | Meeting Location: Off Campus- Fairfax High School |
| Office Location: Off-campus | Other Phone: NA |

****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

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

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* (Interactive 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.

Required Resources

Students will be expected to have access to a computer and bring and use it in class, for some specific lessons and activities. The ability to access the internet and web-based resources is also required.

Additional Readings

Assigned readings (texts and supplementary readings) are noted in the scheduled below. Note that additional readings may be assigned by the instructor; students are responsible for all assigned readings, on syllabus and otherwise announced and noted on Blackboard by instructor during the course.

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 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. 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)

1. Functional Behavioral Assessment and Behavior Intervention Plan: (50 points)

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will develop a Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) for this student.

a. Functional Behavioral Assessment (22 points): In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his or her behavior. More information about this portion of the assignment can be found on Blackboard.

b. Behavior Intervention Plan (28 points): Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem

behavior(s); you will write a Behavior Intervention Plan. More information about this portion of the assignment can be found on Blackboard.

Instructions and grading rubrics can be found at end of this syllabus and on Blackboard and should be consulted before beginning the FBA/BIP assignment.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

1. Classroom Management Plan (18 points):

- a. **Part One:** For this assignment, you will report on your own classroom management plan or observe another classroom of interest that includes students with mild-moderate exceptional needs. **Pick one room and one class period** (especially critical for secondary teachers) and include:
 - i. A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale)
 - ii. A sample daily schedule of the classroom teacher
 - iii. A description of behavior management techniques/system used in the classroom and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information)
 - iv. The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own)
- b. **Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to philosophy/explanations of behavior discussed in the Scheuermann and Hall text and in class. A grading rubric is available on Blackboard for this assignment. Consult this rubric before beginning the assignment.

2. Comparison of Schoolwide Discipline Plans (6 points) group project, in class

Examine the behavioral plan at a school with which you are familiar. Within your group, compare and contrast your schools' plans to the Positive Behavior Interventions and Support (PBIS) approach (this may be part of the school's Response to Intervention approach). Report to the large group.

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.

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

1. Article/Resource Critiques (2 at 6 points each = 12 points): As a teacher, you should be able to read and apply research in your field. As part of class activities, you will complete two research reviews of articles or other evidence-based resources assigned by the instructor. Students will select between two or more instructor-provided studies/resources for each review. More information on this assignment can be found on Blackboard.

2. Textbook Quizzes (6 points)

Students are to read the assigned text chapter(s) as required reading before the class session. Brief multiple-choice unannounced quizzes will be given in class three times throughout the semester. Quiz questions will be drawn directly from the text content and from additional assigned readings/activities. No make-ups will be available for textbook quizzes; students who are absent from the class the day of the unannounced quiz will receive a 0 for the quiz.

3. Attendance and Participation (8 points)

Consistent with the Attendance/Participation expectations stated below, attend and participate fully in all classes.

Course Policies and Expectations

Attendance/Participation

- Attendance at, and being prepared for, all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class. Also, students are expected to complete all weekly assignments prior to the relevant class session. Points are awarded for attendance and participation in class.
- Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and electronic means) in order to be considered “in attendance” for the class session. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
- Attendance, preparedness (assignments are: completed and of sufficient quality; submitted on time), participation, and professional disposition are required in each class session to be eligible to earn points for that class session. The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of computers, cell phones, tablets, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not

be permitted use of devices in class. If, for emergency reasons, you must be available via cell phone, place your cell phone on vibrate/mute to avoid class disruption.

- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class.

- * Please alert the instructor prior to class of impending late arrival, early exit from class, or absence. Please do not request permission to miss a class. All students are granted one absence without negative impact to Attendance/Participation points, though all work still is due according to the course calendar (please email assignment and bring printed copies to class the following week). If there are extreme extenuating circumstances resulting in more than one absence, consult with the instructor, including notifying her by email prior to the start time of a missed class session.

- Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus.

- A grade of Incomplete is awarded ONLY under extenuating circumstances and must be discussed and agreed upon by the instructor by 5 PM the day **before** the last class session. The instructor will require that the student discuss with the instructor, then sign the GMU Incomplete Grade Contract as per terms the instructor outlines.

- In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.

Late Work

Work is considered on time if it is submitted at the beginning of class on the date due, per syllabus. *Ten percent of the available points* for the assignment will be deducted each week for late submissions (submitted before 5 PM, day of next class). Thus an assignment that is three weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor in person or via email will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Other Requirements

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays.

Grading Scale

| | |
|-----------|------------------------------|
| A | 95 (i.e., 94.6) – 100 points |
| A- | 90 – 94 (i.e., 94.5) points |
| B | 80 – 89 points |
| C | 70-79 points |
| F | 69% and below |

*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 | Reading Due | Topics | Assignments Due/ <i>Activities in class</i> |
|--------------------------------|--|---|--|
| Thursday, March 14, 2019 | | Introduction; principles of classroom management, theoretical models/explanations of behavior; Legal issues involving discipline of special needs students & IDEA. Behavioral goals & objectives; Creating positive interpersonal relationships in the classroom. | |
| March 21 | Alberto & Troutman (A & T), Ch.1 and 3, and pp. 181-183 and 330-331 Scheuermann & Hall (S & H) Skim Ch.1, Read Ch. 2 & 9; Review APA manual; Social Skills reading – choose one: Anderson (2008); Bellini (2009); Cumming (2010) | Teaching social skills; Using problem solving to resolve behavior problems. Research tools. Begin classroom management. | <i>Social skills lesson activity.</i> Bring APA manual to class. <i>Dr. Kathleen McQuillan, Education Specialist, PBIS, Fairfax County Public Schools, guest speaker @ 5 PM.</i> |
| March 28 | S & H Ch. 3; IRIS Star Sheets on Classroom Rules and Norms pgs. 9-18 (in IRIS case study at http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_norms.pdf); | Schoolwide context for Positive Behavior Interventions and Supports (PBIS). Classroom management; Behavior management systems. Universal prevention approaches. Physical classroom arrangement. Importance of effective instruction; adapting instruction. | Article Critique 1 due. <i>Library Lesson @ 7 PM with Anne Driscoll (bring laptop or other device).</i> Bring in copy of schoolwide behavior plan (check student handbook or Teacher Share). Comparison of Schoolwide Discipline Plans due - Completed in class |

| Date | Reading Due | Topics | Assignments Due/ <i>Activities in class</i> |
|----------|--|---|---|
| April 4 | S & H Ch. 4 & 5; Guardino & Fullerton (2010) | Addressing behaviors at a group level. Classroom management/ large group interventions. Cultural context; Finding evidence-based interventions. | <i>Read and do embedded activities in IRIS modules Classroom Management (Parts 1 and 2) at</i> http://iris.peabody.vanderbilt.edu/module/beh1/ and http://iris.peabody.vanderbilt.edu/module/beh2/ |
| April 11 | S & H Ch. 7 & 8; A & T Ch. 7; Review and individually complete IRIS modules on Addressing Disruptive Behaviors (Pt 1 and Pt 2) http://iris.peabody.vanderbilt.edu/bi1/chalcycle.htm and http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content | Addressing behaviors of at individual level. Development and implementation of systematic behavior management plans; Functional Behavioral Assessment | Classroom Management Plan due by 5 PM. |
| April 18 | no class FCPS Spring Break | | |
| April 25 | A & T Ch. 4 & 5 Kern & Wehby (2014) IRIS Star Sheets 6-23 on Choice Making, Praise and other interventions (in IRIS case study at http://iris.peabody.vanderbilt.edu/wp-content/uploads/pdf_case_studies/ics_encappbeh.pdf) | Collecting and Recording Data; Single subject research design; reversal, changing criterion, multiple baseline and other designs | Functional Behavior Assessment portion of FBA/BIP project due |
| May 2 | A & T Ch. 6; Secondary-level & intensive interventions article - choose one: Andrews et al., (2017); Sebag (2010); Wehby & Kern (2014); Dawson (2010) | Behavior change/ Behavior Intervention Plans; Arranging consequences that increase existing behaviors; Schedules of reinforcement; Reinforcement applications; Arranging consequences that decrease behavior; | Article Critique 2 due <i>Review NCII Chart</i> http://www.intensiveintervention.org/chart/behavioral-intervention-chart |

| Date | Reading Due | Topics | Assignments Due/ <i>Activities in class</i> |
|--------|---|---|--|
| | | differential reinforcement. | |
| May 9 | S & H Ch 10, 11 (except pp. 253-256 on stimulus control and pp. 260-264) and Ch. 12 (only pp. 273-end); A & T Ch. 8, 9, 10; Gongola & Daddario (2010) | Catch up and Self-management; Generalization of behavior change | Behavior Intervention Plan portion of FBA/BIP project due |
| May 16 | A & T skim Ch. 11; S & H pp. 260-264; Cavanaugh (2016) | Trauma and trauma-sensitive schools; crisis management; FBA/BIP Presentations | <i>Share FBA/BIP Projects with class</i> |

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 tk20help@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)

Assessment rubrics for the FBA/BIP, classroom management plan and most other assignments are available on the Blackboard Course site. Optional templates for several major assignments are also available.

Instructions and Rubrics for Functional Behavior Assessment and Behavior Intervention Plan

Part 1: Functional Behavior Assessment

This project requires you to select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior (if the student displays more than one behavior, only target **one** behavior for this assignment). You will collect data about the student to complete a Functional Behavior Assessment (FBA) which involves collecting data on a student behavior to determine *why* the student is engaging in the problematic behavior you are targeting to change. A behavior hypothesis will be drafted, based on indirect and direct data collected. You will then use the FBA to develop a Behavior Intervention Plan.

Educators must remain objective and systematic when making decisions for students and always treat students and families with dignity and respect. In order to maintain confidentiality, please create pseudonyms for your student, the school, teachers, etc. and use it throughout your project (please indicate that you are using a pseudonym the first time you introduce the student so that I am sure you are not using the student's real name).

Part I: Student Description

Collect demographic and background information significant to your student's behavior issue(s).

- Describe areas of typical and atypical development including diagnoses and etiology.
- Describe student characteristics with respect to social, emotional, cultural and psychological domains.
- Describe similarities and differences between your student and his peers.

- d. Discuss the educational impact of your student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life.

Part II: Overview of Setting

Describe the setting in which the target behavior occurs. Examine all aspects of the learning environment which would impact behavior management, including:

- a. Physical layout of learning environment.
- b. Design and management of daily routines, including schedule and classroom rules.
- c. Peer interactions.
- d. Demands of the learning environment.
- e. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (if applicable).

Part III: Indirect Assessment of Behavior (Teacher Interview)

- a. Complete the FACTS as indirect data collection with the student's teacher. Part A is completed one time and guides you to complete Part B. You can download the FACTS form from our Blackboard site.
- b. Write a brief summary statement about the information you gathered from the FACTS.
- c. **Include the completed FACTS form as an Appendix.**

Part IV: Direct Assessment of Behavior

- a. Use ABC data collection as a direct form of behavior assessment. You need to collect data on at least **three** observations. You can use one of the ABC forms included on our Blackboard site, or create one of your own to use.
- b. Write a brief summary statement about the information you gathered from the ABC form.
- c. **Include the completed ABC form as an Appendix.**

Part V: Operational Definition of Problem Behavior

- a. Clearly describe the problem behavior. For example: What does "off task" look like? How long does it last?
- b. Remark on the effect of the student's exceptionality on their behavior and take the student's values, beliefs, and cultural traditions into consideration.

Part VI: Hypothesized Function of Behavior

- a. Using your data, determine the function of the behavior (e.g., attention, escape, sensory input). What do your data tell you about *why* the student is engaging in the target behavior?

Functional Behavior Assessment Rubric

| Evaluation Standards | Required Components | Points |
|--|---|--|
| <p>Student Description</p> <p>Length: ~ 2 paragraphs</p> | <p>Demographic and background information of student is provided with excellent writing</p> <ul style="list-style-type: none"> ✓ Student’s age, grade, disability category. ✓ Description of similarities and differences between student and peers. ✓ 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>). | <p style="text-align: center;">/ 1</p> |
| <p>Overview of Setting/Context</p> <p>Length: ~ 1 page</p> | <p>Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of</p> <ul style="list-style-type: none"> ✓ Identify setting/s (e.g., special education self-contained? General education co-taught setting?) in which the Indirect and Direct Assessments occurred. ✓ Describe the general classroom layout (focus on upcoming content in this assignment, not to all class layouts). ✓ Describe classroom rules, routines, expectations (demands of the learning environment), schedule, and the general classroom management techniques current being used in that setting (prioritize | <p style="text-align: center;">/ 2</p> |

| | | |
|--|---|-----|
| | <p>relevant information pertaining to upcoming content in this assignment).</p> <ul style="list-style-type: none"> ✓ 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). | |
| 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). All components of an operational definition included.</p> <p>Length: 1 paragraph</p> | / 1 |
| Indirect Assessment of Behavior Length: ~ 2 pages | <p>FACTS Interview Parts A and B</p> <ul style="list-style-type: none"> ✓ Identify time/s and date/s of interview(s) ✓ Identify person interviewed (no real names or locations at any point in the 502 course) ✓ Summarize major findings from FACTS Interview Parts A and B <p><i>FACTS interview form is filled out completely (no blank sections) and included in appendix</i></p> | / 7 |
| Direct Assessment of Behavior Length: ~ 2 pages | <p>Observations and Corresponding ABC Information</p> <ul style="list-style-type: none"> ✓ Identify time and date of observations (you may need separate recording sheets for each observation) ✓ Identify setting(s) for observations ✓ Summarize major findings from the observations and ABC Data Recording Sheets ✓ Describe several ABC sequences that are representative of behaviors of concern <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> | / 7 |
| Summary and Hypothesis of Function | <ul style="list-style-type: none"> ✓ Provide a thorough and clear summary of results of assessments (indirect and direct assessments). ✓ Summarize the prioritized setting event/s-antecedent/s-behavior-consequence/s | / 2 |

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| | <p>✓ Identify a hypothesis of the function of the prioritized behavior. Hypothesis statement includes all components.</p> <p>Length: 2 paragraphs</p> | |
| Technical APA Style | <p>✓ APA (6th edition) style and formatting used to cite sources throughout paper and in reference list. Title page, section headings and abstract.</p> | /2 |
| Total Points Earned | | / 22 |

Part 2: Behavior Intervention Plan

At this point you have selected a learner with mild/moderate learning needs who demonstrates a problem behavior and collected data about the student to complete a Functional Behavior Assessment (FBA) to determine *why* the student is engaging in the behavior. Now it is time to use information from the FBA to develop a behavior intervention plan (BIP).

A BIP is a plan that uses information from the FBA to *address the target behavior*. Specifically you will (a) determine a replacement behavior, (b) determine student reinforcers/preferences, (c) develop an intervention plan to decrease the target behavior and increase the replacement behavior, and (c) develop a plan to evaluate the effectiveness of your intervention.

Part I: Replacement Behavior

- a. Remind reader of hypothesis from FBA project.
- b. Clearly state the desired replacement or alternative behavior.

Part II: Reinforcer and Activity Preference Assessment

- a. Select and use **at least two** of the methods described in class/readings to identify a set of reinforcers and activity preferences of the target student. Assessment forms can be found on Blackboard.
- b. Select and integrate **at least three** reinforcers and activity preferences of the target student to help establish a positive relationship with the student and to teach the replacement behavior.
- c. Describe your assessment procedures and how those you selected take into account the student's:
 - a. Chronological age (CA),
 - b. School rules (as applicable),
 - c. Peer/friend practices,
 - d. Parent/teacher/friend's opinions, and/or
 - e. Medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).
- d. Describe how you will integrate appropriate reinforcers/preferences into the intervention plan.

Part III: Intervention Plan

In completing this section, use a format that identifies specific actions/tasks, who is responsible, and the timeframe for implementation. Emphasize the positive (rather than punitive) approaches of your program because the goal is to build new skills. *Be sure this section is specific enough that a substitute teacher could implement the interventions based on your description.*

- a. Write an operational behavioral objective for targeting the problem behavior

- that includes conditions, behavior and criterion.
- b. Describe the core behavior support methods (using **at least two** evidence-based practices):
 - i. Approaches for preventing the behavior problem (antecedent strategies). List the sequence of steps.
 - ii. Approaches for teaching replacement behaviors (teaching strategies). List the sequence of steps.
 - iii. Approaches for responding to behavior, including reinforcement schedules (consequence strategies). List the sequence of steps.
 - c. Develop implementation logistics
 - i. Start and projected end dates
 - ii. Involved parties and responsibilities (oversight, data collection, implementation, analysis)
 - iii. Describe intervention environments, settings
 - d. Address how you have taken into consideration the impact the student's disability on auditory and information processing skills, issues with vocabulary, pace of instruction, and need for organizational cues.
 - e. If appropriate, discuss approaches for providing necessary support for communication needs. What strategies will you use to support and enhance communication skills for your student? If your student utilizes alternative and augmentative communication systems, plan instruction on the use of these devices and integrate them into the plan.
 - f. Describe why your plan is the least intensive behavior management strategy consistent with the needs of your student (e.g., avoidance of punishment, the student missing instructional time, the student "standing" out among his/her peers).

Part IV: Evaluation and Impact of Intervention Plan

- a. Describe how you will collect data to determine if the BIP is working. You do NOT have to implement your evaluation plan and take data.
- b. Include the following:
 - a. What behavior will be measured? What recording method(s) will be used? Explain how these measures correspond directly to the behavioral objective.
 - b. Set up a chart for recording the data. Explain how the organization of the chart, the timing of your data collection, and how you will use the information to evaluate your BIP.

Part V: Reflection

- a. Suggest/discuss strengths and limitations of your plan.
- b. What have you learned about planning the use of data to create an effective learning environment?
- c. What have you learned about the role of behavior as a vehicle for communication?

| Behavior Intervention Plan Grading Rubric | | |
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| Evaluation Standards | Required Components | Points Earned |
| | <ul style="list-style-type: none"> • Minimize use of 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 (2012 or later) 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 502 assignments. | |
| Expected Outcome | <ol style="list-style-type: none"> a. Restate hypothesis from FBA b. Identify the desired replacement or alternative behavior c. Identify the behavioral objective/goal with all components d. Builds on data from FBA | / 3 |
| Reinforcer / Activity Pref. Assessment | <ol style="list-style-type: none"> a. Use at least two methods to identify reinforcers and activity preferences b. Describe how you plan to integrate the reinforcers/preferences into the intervention | / 6 |
| Comprehensive Intervention Plan | <p>Focus this section on one comprehensive intervention for achieving the behavioral objective and changing the behavior of concern</p> <ol style="list-style-type: none"> a. Identify the behavioral objective (restated from above, in Expected Outcome). b. Identify and describe the name of the intervention. c. Describe how you plan to teach the student his/her part of the intervention, 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. | / 11 |

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| | <ul style="list-style-type: none"> d. Describe the intervention in a way that is specific enough that a substitute teacher could implement tasks e. 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) f. For each / all tasks (for each of above), tell who is responsible for what and the timeframe for implementation g. Develop all materials for implementation (these should be labeled and placed in Appendices) h. Provide support for the method/s you plan for the intervention from one or more recent (2012 or later) research articles published in an education or psychology 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, characteristics, & behaviors i. Excellent written language throughout | |
| Evaluation and Impact of Intervention Plan | <ul style="list-style-type: none"> a. Develop the data collection system and corresponding graph b. 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. c. Tell how you will evaluate whether or not the intervention plan is working | / 4 |
| Reflection | <ul style="list-style-type: none"> a. Discuss strengths & limitations of your plan. b. Briefly, reflect on what have you learned about planning the use of data to create an effective learning environment and about the role of behavior as a vehicle for communication? | /2 |
| APA Technical | <ul style="list-style-type: none"> a. APA citations within the plan and in References are accurate | / 2 |

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| | b. APA style and formatting used throughout; graduate-level writing, including a title page, an abstract and reference list. | |
| Total Points Earned | | / 28 |