



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

Spring 2019

EDSE 502 656: Classroom Management and Applied Behavior Analysis

CRN: 22117, 3 – Credits

<b>Instructor:</b> Dr. Andrea Boykin	<b>Meeting Dates:</b> 3/13/2019 – 5/15/2019
<b>Phone:</b> (757) 985-2702	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> Aboykin2@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 9 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Off Campus
<b>Office Location:</b> By Appointment	<b>Other Phone:</b> 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**

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* (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.

## **Additional Readings**

Benckendorf, Kathleen. (2019). Children of Trauma: What Educators Need to Know.

Gersten, R., Fuchs, L. S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M. S. (2005). Quality Indicators for Group Experimental and Quasi-Experimental Research in Special Education. *Exceptional Children*, 71(2), 149-164.

## **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 (75 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/her behavior. More information about this assignment (including a grading rubric and resources) can be found on Blackboard.

#### **2. Behavior Intervention Plan (75 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 assignment (including a grading rubric and resources) can be found on Blackboard.

*\*Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Tk20 site through Blackboard.*

### **College Wide Common Assessment (TK20 submission required)**

N/A

### **Performance-based Common Assignments (No Tk20 submission required)**

#### **3. Comparison of School Discipline/Behavior Plans (20 points)**

For this assignment, you will obtain the discipline plan from a school. Consider the “plan” as the document provided to parents, students, and teachers at the beginning of the school year. The school’s rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described in this document. Most schools have these documents available for parents and students on the school web site. Avoid accessing the school system’s handbook. Because you will be comparing a school’s procedures to the School Wide Positive Behavior Intervention Supports, a school plan is needed.

#### **4. Classroom Management Plan (60 points)**

The purpose of this project is to develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan include a self-assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You may report on your own classroom management features. However, if you are not currently teaching in a school setting, you may observe a general education co-taught setting (must be classroom where students with disabilities are educated). More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

### **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**

### **5. Apply the Concept (4 at 15 points each/60 points)**

You will complete four apply the concept activities. These assignments check your understanding of the content and your ability to apply these concepts to various scenarios. You may use the textbooks and your notes to help you complete these checks.

## 6. Article Review (30 points)

To inform your Behavior Intervention Plan (BIP), you will review one article that includes an evidence-based practice to change behavior. You will use this strategy or intervention as a component of your BIP assignment.

<b>Online EDSE 502 Total Course Points</b>	
<b>Assignment</b>	<b>Points</b>
Comparison of School Behavior Plans	20 points
Apply the Concept (15 points each)	60 points
Classroom Management Plan	60 points
Article Review	30 points
Functional Behavioral Assessment	75 points
Behavior Intervention Plan	75 points
<b>Total</b>	<b>320 points</b>

## Course Policies and Expectations

### Attendance/Participation

Teacher candidates are expected to attend all classes. Teacher candidates may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class. Teacher candidates are expected to arrive on time and stay for the duration of the class. Tardiness/leaving early (more than twice) will cause 5 points to be taken off the final grade per incident.

### Late Work

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

### Grading Scale

95-100% = A	90-94% = A-	80-89% = B	70-79% = C	70% = F
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\*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	Topics	Assignments Due	Readings Due
March 13, 2019	Spring Break!	<ul style="list-style-type: none"> <li>▪ No Assignments Due</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review Syllabus</li> </ul>
March 20, 2019	Course Introduction and Foundational Concepts  *Online Class*	<ul style="list-style-type: none"> <li>▪ Syllabus Review</li> <li>▪ Class Introductions</li> <li>▪ Course Questionnaire</li> <li>▪ Apply the Concept 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alberto &amp; Troutman Chapter 1</li> <li>▪ Scheuermann &amp; Hall Chapters 1&amp;2</li> </ul>
March 27, 2019	Introduction to Positive Behavior Interventions and Supports (SW-PBIS)	<ul style="list-style-type: none"> <li>▪ No Assignments Due</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scheuermann &amp; Hall Chapters 3&amp;4</li> </ul>



April 3, 2019	Preventing Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization  High-Quality Instruction to Prevent Behavior	<ul style="list-style-type: none"> <li>▪ Comparison of School Behavior Plans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scheuermann &amp; Hall Chapters 5, 6, &amp; 10 (pp. 262-277)</li> <li>▪ Alberto &amp; Troutman Chapter 2</li> </ul>
April 10, 2019	Procedures to Increase Behaviors  Introduction to Functional Behavioral Assessments	<ul style="list-style-type: none"> <li>▪ Apply the Concept 2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alberto &amp; Troutman Chapter 3</li> </ul>
April 17, 2019	Determining the Function of Behavior with Indirect and Direct Assessments  Identifying Replacement Behaviors	<ul style="list-style-type: none"> <li>▪ Classroom Management Plan Due</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alberto &amp; Troutman Chapters 6-9</li> <li>▪ Scheuermann &amp; Hall Chapters 7&amp;8</li> </ul>
April 24, 2019	Parsimonious and Comprehensive Interventions	<ul style="list-style-type: none"> <li>▪ Functional Behavioral Assessment Due</li> </ul>	<ul style="list-style-type: none"> <li>▪ Alberto &amp; Troutman Chapters 10-12</li> <li>▪ Scheuermann &amp; Hall Chapters 9-12</li> </ul>
May 1, 2019	Data Collection and Generalization and Maintenance of Behavior	<ul style="list-style-type: none"> <li>▪ Article Review Due</li> <li>▪ Apply the Concept 3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Review Alberto &amp; Troutman Chapters 4-6</li> </ul>

May 11, 2019	Class Wrap-Up	<ul style="list-style-type: none"> <li>▪ Behavior Intervention Plan Due</li> <li>▪ Apply the Concept 4</li> </ul>	<ul style="list-style-type: none"> <li>▪ N/A</li> </ul>
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### 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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)**

**Functional Behavior Assessment Rubric**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>FUNCTIONAL BEHAVIOR ASSESSMENT</b>			
<p><b>Student Description</b></p> <p><i>CEC/IGC Standard 1 ISCI 1 K11</i></p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences.</p>	<ul style="list-style-type: none"> <li>• Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior.</li> <li>• Candidate has limited discussion of educational impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the target student inclusive of the educational impact of student's mild to moderate exceptional condition, attitude, interests, values, and behavior issues.</li> </ul> <p><i>ISCI 1 K11</i></p>	<ul style="list-style-type: none"> <li>• Candidate discusses the demographic and background information related to the target student inclusive of:               <ul style="list-style-type: none"> <li>○ the educational impact of student's mild to moderate exceptional condition, attitude, interests, values, and behavior issues, and</li> <li>○ the effect these conditions can have on the student's life and learning.</li> </ul> </li> <li>• Candidate provides an in-depth profile of the target student.</li> </ul>

	<b>Does Not Meet Expectations</b>  <b>1</b>	<b>Meets Expectations</b>  <b>2</b>	<b>Exceeds Expectations</b>  <b>3</b>
<p><b>Overview of Setting Context</b></p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 K1</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners.</p>	<ul style="list-style-type: none"> <li>• Candidate provides a description of the classroom in which the target behavior occurs but does not examine the impact of the learning environment on behavior management.</li> <li>• Candidate evaluates the classroom learning environment context with details missing in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the classroom in which the target behavior occurs and examines the impact of the learning environment on behavior management. <i>CEC/IGC Standard 2 ISCI 2 K1</i></li> <li>• Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued. <i>CEC/IGC Standard 2 ISCI 2 S1</i></li> </ul>	<ul style="list-style-type: none"> <li>• Candidate describes the classroom in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student, peers, and adults.</li> <li>• Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.</li> <li>• Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for learners with mild to moderate exceptional learning needs.</li> </ul>

	<b>Does Not Meet Expectations</b>  <b>1</b>	<b>Meets Expectations</b>  <b>2</b>	<b>Exceeds Expectations</b>  <b>3</b>
<p><b>Indirect Assessment of Behavior (Interview)</b></p> <p><i>CEC/IGC Standards 2 &amp; 4</i></p> <p><i>CEC/IGC Standard 2 ISCI S 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidate uses multiple methods of assessment and data</p>	<ul style="list-style-type: none"> <li>• Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the learner.</li> <li>• The candidate's interview data does not contribute to an understanding of the behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner.</li> <li>• Explore development and/or modifications of individualized indirect assessment strategies. <i>CEC/IGC ISCI 4 S 4</i></li> <li>• Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> <li>○ context of the behavior (setting events, antecedents, consequences), and</li> <li>○ realistic expectations of the family and/or professionals.</li> </ul> </li> <li>• Candidate identified ways to collect data on cultural influences that could contribute to an understanding of the behavior (as applicable).</li> <li>• Family and/or professional's input and concerns are documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner. Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> <li>○ context of the behavior (setting events, antecedents, consequences),</li> <li>○ learner reinforcement preferences, and</li> <li>○ realistic expectations of the family and professionals.</li> </ul> </li> <li>• Candidate also collects data on the behavior.</li> <li>• Candidate collects data any cultural influences that could contribute to an understanding of the behavior (as applicable).</li> <li>• Family input and/or professional's input and concerns are documented.</li> <li>• The interview data consistently support the direct assessment of the learner behavior.</li> </ul>

	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
sources in making educational decisions.			
<b>Direct Assessment of Behavior</b>  <i>CEC/IGC Standards 2 &amp; 4</i>  <i>CEC/IGC Standard 4 ISCI 4 S 4</i>	<ul style="list-style-type: none"> <li>• Candidate assesses the behavior of the learner using ONLY anecdotal recording.</li> <li>• The candidate did not adapt or modify assessment procedures based on the unique abilities and needs of the learner with mild to moderate exceptional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities through anecdotal recording and ABC data collection.</li> </ul> <i>CEC/IGC Standard 2 ISCI 2 S6</i> <ul style="list-style-type: none"> <li>• Candidates describes the rationale for the development and/or modifications of individualized direct</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate implements evidence-based procedures for assessing and reporting both appropriate and problematic social behavior of the learner with mild to moderate exceptional learning needs through anecdotal recording AND two other forms, including ABC Data collection, scatterplots, or other forms discussed in class.</li> <li>• The candidate includes additional direct data collection methods to</li> </ul>

	<b>Does Not Meet Expectations  1</b>	<b>Meets Expectations  2</b>	<b>Exceeds Expectations  3</b>
<p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>		<p>assessment strategies to assess the learners' behavior <i>CEC/IGC ISCI 4 S 4</i></p>	<p>further inform about the behavior and the effects of the exceptional learning needs.</p>
<p><b>Operational Definition of Problem Behavior</b></p> <p><i>CEC/IGC Standard 4</i></p>	<ul style="list-style-type: none"> <li>• Candidate identifies the problem behavior but provides an operational definition that does not include either conditions, problem behavior, or criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and provides a clear operational definition of the problem behavior, including conditions, problem behavior, and criterion with consideration of the student's exceptionality.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate identifies and provides a clear operational definition of the problem behavior, including conditions, problem behavior, and criterion with consideration of the student's exceptionality.</li> <li>• Candidate provides specific examples of the problem behavior</li> </ul>

	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
<p><i>CEC/IGC Standard 4 IGC4 S1</i></p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>		<p><i>CEC/IGC Standard 4 IGC4 S1</i></p>	<p>related directly to the target behavior.</p>
<p><b>Hypothesized Function of Behavior</b></p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being,</p>	<ul style="list-style-type: none"> <li>● Candidate provides a hypothesis for the function and purpose of the problem behavior that is incorrect or is not substantiated by data.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides an accurate function and purpose of the problem behavior.</li> <li>● Candidate provides evidence of having examined at least one of the following in establishing the function and purpose of the behavior: <ul style="list-style-type: none"> <li>○ the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction,</li> <li>○ the demands of the learning environment,</li> <li>○ levels of active engagement,</li> <li>○ ways specific cultures are negatively stereotyped,</li> <li>○ teacher attitudes and behaviors that influence behavior of individuals with exceptionalities.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides an accurate function and purpose of the problem behavior.</li> <li>● Candidate provides evidence through examples of having examined multiple areas from below in establishing the function and purpose of the behavior: <ul style="list-style-type: none"> <li>○ the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction,</li> <li>○ the demands of the learning environment, levels of active engagement,</li> <li>○ ways specific cultures are negatively stereotyped,</li> <li>○ teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs,</li> </ul> </li> </ul>



	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
positive social interactions, and self-determination.		<i>CEC/IGC Standard 2, ISCI 2 K 4</i>	and cultural variation.

### Behavior Intervention Plan Rubric

	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
<b>BEHAVIOR INTERVENTION PLAN</b>			
<b>Expected Outcome or Target Goal</b>	<ul style="list-style-type: none"> <li>• Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a statement of the desired replacement or alternative behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a clear statement of the desired replacement or alternative behavior which demonstrates an explicit consideration given to the educational implications of characteristics of various exceptionalities and the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction and career development.</li> </ul>

<p><b>Reinforcer and Activity Preference Assessment</b></p> <p><i>CEC Standard 5</i></p> <p><i>CEC/IGC Standard 5 IGC5 S22</i></p>	<ul style="list-style-type: none"> <li>● Candidate provides an incomplete reinforcer and activity preference assessment that does not take the individual learner’s needs or the classroom context into consideration.</li> <li>● Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner: <ul style="list-style-type: none"> <li>○ learner’s chronological age (CA),</li> <li>○ school rules as applicable,</li> <li>○ peer/friend practices,</li> <li>○ parent/teacher/friend’s opinions, and/or</li> <li>○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).</li> </ul> </li> <li>● Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs</li> </ul> <p><i>CEC/IGC Standard 5 IGC5 S22</i></p>	<ul style="list-style-type: none"> <li>● Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner: <ul style="list-style-type: none"> <li>○ learner’s chronological age (CA),</li> <li>○ school rules as applicable,</li> <li>○ peer/friend practices,</li> <li>○ parent/teacher/friend’s opinions, and/or</li> <li>○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).</li> </ul> </li> <li>● Candidate provides evidence of use of class lecture and readings in determining the reinforcement and activity preferences of the learner.</li> <li>● Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs.</li> </ul>
<p><b>Intervention Plan</b></p> <p><i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC Standard 5 ISCI 5 S3</i></p>	<ul style="list-style-type: none"> <li>● Candidate designs a behavior intervention plan that lacks evidence-based interventions, reinforcers, and reinforcement schedules that are in alignment with the needs of the learner with mild to</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate uses results from the functional assessment to design a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to problem behavior prevention and</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate designs a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to problem behavior prevention and intervention.</li> </ul>

<p><i>CEC/IGC Standard 5 ISCI 5 K2</i></p> <p><i>CEC Standard 5 IGC5 S 9</i></p>	<p>moderate exceptional learning needs.</p>	<p>intervention.</p> <p><i>CEC Standard 5 IGC5 S 9</i></p> <ul style="list-style-type: none"> <li>• Specifically, the candidate selects and provides a rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs.</li> <li>• The candidate provides the steps for teaching appropriate replacement behaviors.</li> <li>• The candidate designs a schedule of reinforcement that is in alignment with learner needs.</li> <li>• The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically, the candidate selects and provides a rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs.</li> <li>• The candidate provides the steps for teaching appropriate replacement behaviors.</li> <li>• The candidate designs a schedule of reinforcement that is in alignment with learner needs.</li> <li>• The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.</li> <li>• The candidate uses technology to design and /or support their intervention plan.</li> </ul>
<p><b>Evaluation and Impact of Intervention Plan</b></p> <p><i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC ISCI 5 S 11</i></p>	<ul style="list-style-type: none"> <li>• Candidate includes the data collection chart and the reason for their choice, but does not provide a plan for reviewing the data.</li> <li>• Candidate does not reflect on the invention plan to ensure that a variety of non-aversive techniques are planned to control the</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a data collection plan to measure the behavior specific in the behavioral objective; reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working, based on continual observations.</li> <li>• Candidate includes a procedure for data review so that responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a data collection plan to measure the behavior specific in the behavioral objective; reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working.</li> <li>• Candidate includes a procedure for data review so that changes can be made if the intervention</li> </ul>

	<p>student's target behavior and the plan does not integrate appropriate adaptations and technology as needed.</p>	<p>adjustments can be made if the intervention plan is not working. <i>CEC/IGC Standard 5 ISCI 5 S 11</i></p>	<p>plan is not working.</p> <ul style="list-style-type: none"> <li>● Candidate reflects on the intervention plan to ensure that a variety of non-aversive techniques are planned to control the student's target behavior and the plan integrates appropriate adaptations and technology as needed.</li> <li>● The intervention plan includes directions to the candidate's colleagues such as guidance and direction for para-educators and general education colleagues in order to help integrate individuals with mild to moderate exceptional learning needs.</li> </ul>
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## Classroom Management Plan Rubric

Evaluation Standards	Required Components	Points
<ul style="list-style-type: none"> <li>• Avoid first person (i.e., using “I” or “We”) throughout the entire assignment</li> <li>• Use excellent written language (per APA style) throughout</li> <li>• Do not use any identifying information of people, schools, or school systems. Maintain confidentiality at all times.</li> </ul>		
Part One		
Classroom Arrangement	<p>Write a narrative summary that describes what the classroom’s physical arrangement looks like. Refer to the drawing of the classroom when appropriate.</p> <ul style="list-style-type: none"> <li>✓ Insert a detailed drawing of the classroom including where centers, desks, etc. are located.</li> <li>✓ Using information about the physical arrangement of the classroom, identify the corresponding type of instruction that can occur (e.g., small group, large group).</li> <li>✓ Comment on the likelihood of smooth transitions for students to/from areas, teachers’ capacity to circulate and see all students, and other aspects significant to this specific classroom’s arrangement.</li> </ul>	/2.5
Effectiveness of Current Classroom Arrangement	<ul style="list-style-type: none"> <li>✓ Strengths of the current classroom arrangement are determined by</li> <li>✓ Areas of need for the current classroom arrangement.</li> </ul> <p>Use <b>data</b> you acquired from the self-assessment instrument to identify strengths and areas of need. Place the completed self-assessment in the Appendix. You can also use content from the text and your recent research to note strengths and areas of need.</p>	/2.5
Daily or Session Schedule	<p>Summarize what happens either across the day or across the session (e.g., math class; 3<sup>rd</sup> period science). Place the detailed schedule (if there is one) in the Appendix. In the summary, tell about how long for specific activities (you can only provide the information if it is clearly there) so it is clear what activities and how much time is set aside for each activity.</p>	/1.5
Behavior Management	<ul style="list-style-type: none"> <li>✓ Write a narrative summary that describes what the teacher uses for behavior management. Use relevant content from the self-assessment, text chapters, and article. Some details include responses to these questions, but this is not intended as an exhaustive listing of queries for this section.</li> <li>✓ --What are the classroom rules, and how measurable or clear are they?</li> <li>✓ --What is visible for a corresponding matrix for the classroom rules?</li> <li>✓ --What is evident for how the classroom rules connect to the schoolwide rules?</li> <li>✓ --What kinds of routines or procedures are used during the observation time?</li> <li>✓ --What are the procedures for promoting appropriate behavior?</li> <li>✓ --What are the procedures for responding to undesired behavior?</li> <li>✓ ==Related to the two above, what is the continuum of responses for appropriate or undesired behaviors?</li> </ul>	/5.5
Effectiveness of Current Behavior System	<ol style="list-style-type: none"> <li>1. --Strengths of the current behavior system.</li> <li>2. --Areas of need for the current behavior system.</li> </ol> <p>Use <b>data</b> you acquired from the self-assessment instrument to identify strengths and areas of need. You can also use content from the text and your recent research to note strengths and areas of need.</p>	/5

Part Two		
Ideal	<p><b>Based on what has been identified so far for areas of need, and areas that could be refined, improved, or developed, describe two substantive improvements on:</b></p> <p><b>--physical arrangement of the classroom (create a second drawing and highlight changes)</b></p> <p><b>--behavior management (connect to text chapters and/or research article)</b></p> <p>Based on the classroom rules you saw (if no rules, you develop them) and the sequence of activities in the schedule (if no activities, then you develop them), develop a classroom rules matrix for the class.</p>	/5
Philosophy	Describe your personal emerging philosophy of classroom management, based on content you are learning in this course. Refer to sources as needed. Within your description, make an explicit connection to one of the Council for Exceptional Children's Professional Ethical Principles.	/2
APA Technical	✓ APA citations within the plan and in References are accurate	/1
<b>Total Points Earned</b>		<b>/24</b>

### Comparison of School Behavior Plans Rubric

<b>Section</b>	<b>Description</b>	<i>points earned</i> / <b># of points possible</b>
<b># 1 – Summarize the school’s discipline approach.</b>	What is the current school-wide discipline approach? Briefly summarize (but not too briefly! Details needed too!) school-wide expectations for your setting. Include in your summary a description of the level of consistency among classroom expectations across settings, as is evident from the school plan (for what’s not evident, indicate that). Minimum # of words is 200* (may be more words, but not too much more – prioritize and summarize!).	— / 5
<b># 2 – Similarities between your school’s discipline approach and SW-PBIS</b>	Given the descriptions of SW-PBIS (refer to S&H + class content), what are the major <b>similarities</b> between your school and a PBIS School? If you have many similarities, minimum # of words is 200* (may be more words, but not too much more – prioritize and summarize!). If there are no similarities, note that here and then add the # of words needed here to the next section on differences (you would need 400 words or more in differences section).	— / 5
<b># 3 – Differences between your school’s discipline approach and SW-PBIS</b>	Given the descriptions of SW-PBIS (refer to S&H + class PPTs), what are the major <b>differences</b> with a PBIS School? If you have many differences, minimum # of words is 200* (may be more words, but not too much more – prioritize and summarize!). If there are no differences, note that here and then add the # of words needed here to the previous section on similarities (you would need 400 words or more in similarities section).	— / 5

	<p><i>NOTE: Even if you are a PBIS school, you may realize you DO have differences from what the PBIS SHOULD be – which should be noted here!</i></p>	
<p><b># 4 – Suggestions for growth</b></p>	<p>For your school, what are your suggestions for growth? Minimum # of words is 200* (may be more words, but not too much more – prioritize and summarize!).</p> <p><i>NOTE: If you are a PBIS school, consider whether things are PERFECT at that school! If perfect as is right now, what are ways to maintain what is? Improvements needed anywhere for what’s supposed to be in place? If no for that, what are next steps to “grow” the PBIS, such as what was featured in video with parents and community? Initiatives like PBIS are seldom stagnant, even when things are going well now.</i></p>	<p>— /3</p>
<p><b>Accurate APA Style, Spelling and Grammar</b></p>	<ul style="list-style-type: none"> <li>• Avoid first person (i.e., using “I” or “We”) throughout the entire assignment.</li> <li>• Use accurate APA style throughout the assignment</li> <li>• Use accurate spelling and grammar throughout the assignment</li> </ul>	<p>— /2</p>