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

Spring 2020
EDSE 402 001: Classroom Management and Applied Behavior Analysis
CRN: 10172, 3 – Credits

Instructor: Dr. Miranda Kogon	**Meeting Dates**: 01/21/20-05/13/20
Phone: 845-546-4216 *please email instead*	**Meeting Day(s)**: Wednesday
E-Mail: miranda.b.kogon@gmail.com	**Meeting Time(s)**: 7:20pm-10pm
Office Hours: by appointment only; please schedule *at least 24 hours in advance:* Flexibility for appointments by phone or in person on other days. Please ask!	**Meeting Location**: Fairfax-Krug Hall Room #17 *March 11th : No class

❖ 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.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

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

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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

attitudes and behaviors which can positively or negatively influence student behavior.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Professional Standards
(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional Readings
Students will need to access additional and recent (2013 or more recent) original research and practitioner articles from peer-reviewed special education journals during the semester. Distinctions between "original research" and "practitioner" articles will be described during class. The Mason online library should be used to acquire all readings (i.e., not "Google").

There will also be additional readings posted on Blackboard.

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

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

For EDSE 402, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. 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)
Students are required to place each of these in a specific area of the Blackboard site *prior to receiving** a grade in this course. More directions about when to submit the two assignments will be provided during the class.

For the FBA and BIP project, select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a **functional behavioral assessment (FBA)** and then use information gathered from the **FBA** to develop a **behavior intervention plan (BIP)**.

* **Note for special education majors**: You are acquiring the knowledge to develop the FBA and BIP during this course, and then you demonstrate your skills in implementing the BIP during your internship.

Detailed directions of these assignments, grading rubrics, and templates can be found on Bb. Read these directions carefully before beginning the assignment.

1. Functional Behavioral Assessment (25 points) (CAEP assignment: Required PBA): In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. More detailed information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment.

Submit to the course Bb site for instructor scoring. The scored assignment will be returned to you via the course Bb site. Follow directions provided during class for

when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

2. Behavior Intervention Plan (25 points) (CAEP assignment: Required PBA)**:** Based on the information you gathered in the FBA and the hypothesis you made about the function of the problem behavior(s), you will develop a Behavior Intervention Plan. More information about this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment.

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

**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 (completed during a class session) **(6 points)** Each group member 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. Within this document, the school's rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily 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 SchoolWide Positive Behavior Intervention Supports, a school plan is needed.

Groups will be formed by the Instructor. Within your group, you will compare and contrast each school's plan to the Positive Intervention and Support (PBIS) model and report your findings to the large group. A rubric will be posted on the Bb site for your review two weeks before the session date.

4. Classroom Management Plan (25 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 includes a self-assessment, environmental engineering, assessment of active student engagement, continuum of

consequences, and behavior management philosophy. You will report on your own classroom management features or observe a general education co-taught setting (must be classroom where students with disabilities are educated) if you are not currently teaching in a school setting.

A grading rubric for this assignment can be found on Bb. Please review this carefully before beginning the assignment. Brief directions follow:

1: Provide a detailed drawing of the classroom environment and rationale for this particular arrangement. Be sure to indicate frequency and types of problem behavior by location during your classroom observation.

2: Provide a daily schedule with percentages of allocated time for learning and strategies to increase academic engagement time.

3: Complete assessments (provided by Instructor) of classroom management features. Using data from those assessment results, develop an action plan that reflects a predictable classroom structure, use of evidence-based practices, and continuum of strategies to respond to behaviors.

4: Provide a description of classroom rules, behavior management techniques/system used, and rationale for these choices. Describe how you would teach classroom rules to students. Identify and describe a hierarchy of consequences for appropriate behaviors as well as problematic behaviors.

5: State your emerging philosophy of classroom management based on theories of behavior and evidence-based practices; connect these to Knowledge and Skills Statements from the Council for Exceptional Children

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

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

If you are arranging your own field experience because you are a full-time

contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

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

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

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

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

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments
5. Skill Presentation [Teach us HOW to do something! (in 5 minutes or with a partner in 8 min)] **(5 points)**

Throughout the semester, you will be learning evidence-based practices and techniques (e.g., data collection) that are new for you, or that you know about (knowledge) but you have not yet practiced (skill). Select one knowledge topic (a partial list is on the next page), and sign up to "show us the skill" for that topic

during a class session. Because one purpose is to see you teaching a topic, do not plan to use YouTube clips! The only reason a YouTube clip might be selected is if you were teaching data collection techniques, and data were being collected from behaviors on YouTube!

Select the date and topic wisely so you are sufficiently challenging yourself. More information on the Skill Presentation will be provided during class; rubrics will be on the Bb. *Prior to your presentation, you must share with your professor to ensure appropriate scope and accuracy.

Possible topics and evidence-based practices (EBPs) techniques: (Please note: all topics must be approved prior by your professor)

1.   Positive reinforcement distinguished from negative reinforcement

2.   Differential reinforcement techniques

3.   Schedules of reinforcement

4.   Data collection techniques

5.   Single subject research designs

6.   How to evaluate the impact of interventions on the targeted behavior

7.   Behavioral objectives

8.   Crisis interventions

9.   Social skills instruction

6.Preparation, Participation, Drafts (5 points)

Discussion Guides: For each set of readings identified per class session, a corresponding Discussion Guide is completed. The format and purpose of the Discussion Guide (DG) will be sent in advance of the course to all registered students so that the DG can be completed for Class 1 readings. More discussion about the DGs will be provided during Class 1, featuring feedback from students about the DGs from previous semesters. The Discussion Guides are one way students prepare to engage in discussions about content read for that class session. Six DGs are due throughout the semester @ .5 points = 3.0 points total.

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

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

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. Full earned credit for assignments turned in on time. Anticipate point deductions for late work. For example, for every 24-hour period that an assignment is late, a 5% point deduction will occur.

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

Grading Scale
95 –100% = A+

90 – 94.9% = A

85 – 89.9% = B+

80 - 84.9% = B

70 – 79.9% = C

60-69.9= D

< 60% = F

An Incomplete grade is not an option except under extreme extenuating circumstances. Contact the instructor immediately; a course withdrawal may be appropriate in some situations.

Quantity of Points Per Assignment:

1. Classroom Attendance (7 points) ⌞SEP⌟

2. Preparation, Participation, Drafts (5.5 points) ⌞SEP⌟

3. Comparison of School Discipline/Behavior Plans (6.5 points) ⌞SEP⌟

4. Classroom Management Plan (24 points) ⌞SEP⌟

5. Skill Presentation (5 points) ⌞SEP⌟

6. Functional Behavioral Assessment (24 points) ⌞SEP⌟

7. Behavior Intervention Plan (28 points) ⌞SEP⌟

Total= 100 points

EDSE 402 Self-Monitoring Course Performance		
Use this self-monitoring tool to track your performance throughout the semester.		
Assignment	**Points Earned by Student**	**Total Points Possible**
Classroom Attendance		7
Preparation, Participation, Drafts		5.5
Comparison of School Discipline/Behavior Plans		6.5
Classroom Management Plan		24
Skill Presentation		5
Functional Behavioral Assessment		24
Behavior Intervention Plan		28
		100

*Note: The George Mason University Honor Code will be strictly enforced (see https://oai.gmu.edu/ and https://catalog.gmu.edu/policies/honor-code-system/). 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 <u>must</u> be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/. Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class Schedule
<u>*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Week	Date	Topic	Readings	Assignment Due
1	01/22	Introduction to Behavior Management Theoretical Models to Explain Challenging Behavior Roots of Applied Behavior Analysis Responsible Use of Applied Behavior Analysis Huh?!? Course Overview Let the Syllabus Guide You!	A&T: Ch 1, 2 OR S&H: Ch 1, 2 +**DG** for the set of chapters you selected	Complete a Discussion Guide (DG) on the set of chapters you selected to read – throughout the semester, complete a DG for each set of readings *NOTE: Skill Presentations occur throughout the semester*

2	01/29	Universal-Level Supports and Interventions Rules and Procedures	S&H: Ch 3, 4 +**DG**	
3	02/05	-Preventing challenging behaviors	S&H: Ch.5, 6 + **DG**	
4	02/12	Crisis Intervention (article) Social Skills Instruction (article) Comparison of School Discipline/Behavior Plans	Bring a school's handbook or behavior plan 2 articles to be posted on Bb	**In-Class Assignment:** Comparison of School Discipline/ Behavior Plans
5	02/19	Behavioral Objectives Data Collection Techniques *How do we measure behaviors to document progress (or not)?*	S&H: Ch 7 A&T: Ch 3, 4 + DG	
6	02/26	Review, Synthesize; Pulling it all together! ~Preview of FBA~		**Classroom Management Plan Due**
7	03/04	Conducting a Functional Behavior Analysis Why's this kid behaving that way? What's really going on?	S&H, Ch 8 A&T, Ch 7, 10 + **DG**	
No Class	03/11			

8	03/18	Graphing Data Single-Subject Designs	A&T: Ch. 5, 6 + **DG**	
9	03/25	Connecting all content so far together into a coherent FBA, then a cohesive BIP Peer review of FBA draft	Scenarios Bring FBA draft for peer review	
10	04/01	How content from EBPs connect to BIPs		**FBA Due**
11	04/08	Developing the responsive Behavior Intervention Plan *Given results learned from the FBA, describe all elements of a comprehensive BIP.*	A&T Ch. 8, 9 (content from previous sessions also applicable) + **DG**	
12	04/15	Ensuring a cohesive BIP … Peer review of BIP draft Day 1	Bring BIP draft for peer review	
13	04/22	Ensuring a cohesive BIP … Peer review of BIP draft Day 2	Bring BIP updated draft for peer review	
14	04/29	Maintenance and Generalization Self-Management	A&T Ch. 11, 12 + **DG**	
15	05/06	Reflection + Goal Setting		**BIP Due**
16	05/13	1:1 Meetings Course Evaluations		

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 https://ds.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 https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@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 http://cehd.gmu.edu/.

Appendix

    Assessment Rubric(s)

Spring 2020 Behavior Intervention Plan Grading Rubric		
Evaluation Standards	**Required Components**	**Points Earned**
	• Avoid first person (i.e., using "I" or "We") throughout the entire assignment. • Use excellent written language (per APA style) throughout. • Integrate findings from one recent (past three years) research article from a special education peer-reviewed journal in the comprehensive Intervention Plan. • Cite each of your textbooks' authors one time in this assignment. • Use the technical terms as identified in texts (e.g., antecedent, consequence, function, specific schedules of reinforcement) throughout the assignment v. synonyms. • Do not use any identifying information of people, schools, or school systems. Maintain confidentiality in written documents and in appendices in all EDSE 502 assignments.	
Introduction	✓ Provide a brief overview about who the student is (e.g., age, grade, disability label, setting/s). Use pseudonyms for everyone – no real names of students or teachers or schools should be used on any assignments for this course. ✓ Clearly describe the behavior of concern so a stranger knows what it is. ✓ Explicitly and clearly identify one ABC sequence and the function of behavior. ✓ Excellent written language throughout	**/ 2**
Expected Outcome	✓ Identify the desired replacement or alternative behavior ✓ Identify the behavioral objective ✓ Excellent written language throughout	**/ 2**
Reinforcer / Activity Preference Assessment	✓ Use three methods to identify reinforcers and activity preferences ✓ Describe how you plan to integrate the reinforcers/preferences into the intervention [then be sure you do this] ✓ Excellent written language throughout	**/ 5**
Parsimonious Interventions	Focus this section on three parsimonious interventions for achieving the behavioral objective and changing the behavior of concern ✓ Identify and describe three parsimonious interventions. Be sure to describe clearly so that a substitute could read the interventions and know how to use each one.	**/5**
Comprehensive Intervention Plan	Focus this section on one comprehensive intervention for achieving the behavioral objective and changing the behavior of concern ✓ Identify and describe the name of the intervention. ✓ Describe the intervention in a way that is specific enough that a substitute teacher could implement tasks	**/ 8**

	✓ 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) ✓ For each / all tasks (for each of above), tell who is responsible for what and the timeframe for implementation ✓ 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. ✓ Develop all materials for implementation (these should be labeled and placed in Appendices) ✓ Provide support for the method/s you plan for the intervention from one recent (past three years) research articles published in a special education peer-reviewed journal. The content from the article should provide data that supports the use of that intervention (i.e., the intervention would likely be considered an evidence-based practice) which has been validated for students who are similar age, similar characteristics, and similar behaviors ✓ Excellent written language throughout	
Evaluation and Impact of Intervention Plan	✓ Develop the data collection system and corresponding graph ✓ 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. ✓ Tell how you will evaluate whether or not the intervention plan is working ✓ Excellent written language throughout	**/ 5**
APA Technical	✓ APA citations within the plan and in References are accurate	**/ 1**
Total Points Earned		**/ 28**

Spring 2020 Functional Behavioral Assessment Grading Rubric		
Evaluation Standards	**Required Components**	**Points**
	• Avoid first person (i.e., using "I" or "We") throughout the entire assignment. • Use excellent written language (per APA style) throughout. • Integrate findings from one recent (within the past three years) research article from a peer-reviewed journal in one section. • Cite each of your textbooks' authors one time in this assignment. • Use the technical terms as identified in texts (e.g., "antecedent" "consequence" "function") 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.	
Student Description Length: ~ 2 paragraphs	✓ Demographic and background information of student is provided with excellent writing ✓ 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 (*tip: use content learned in previous courses*).	**/ 1**
Overview of Setting/Context Length: ~ 1 page	Description of setting in which the problem/target behavior occurs and impact of the learning environment on behavior management. Include a description of ✓ 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 relevant information pertaining to upcoming content in this assignment). ✓ 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).	**/ 2**
Operational Definition of Behavior	Describe the problem behavior/s using clear observable language (avoid using any general terms *at any point in this assignment* to describe the behavior) Length: ~ 1-3 sentences per behavior (~ 1-2 paragraphs)	**/ 1**

Indirect Assessment of Behavior Length: ~ 2 pages	FACTS Interview Parts A and B (Part B was completed twice, but focus this section on the behavior from the Part B prioritized routine – leads to behavior targeted in BIP) ✓ 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 *FACTS interview form is filled out completely (no blank sections, and Part B is completed twice for each of two routines) and included in appendix (precede by a title page)*	**/ 9**
Direct Assessment of Behavior Length: ~ 2 pages	Observations and Corresponding ABC Information ✓ Identify time and date of observations ✓ 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 from the prioritized routine *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)*	**/ 8**
Summary and Hypothesis of Function	✓ Provide a thorough and clear summary of results of assessments (indirect and direct assessments). ✓ Summarize the prioritized antecedent/s-behavior-consequence/s ✓ Identify a hypothesis of the function of the prioritized behavior Length: 2 paragraphs	**/ 2**
Technical APA Style	✓ APA (6th edition) style used to cite sources throughout paper and in reference list	**/1**
Total Points Earned		**/ 24**

Spring 2020 Classroom Management Plan Grading Rubric

Part One: **For this assignment, you will analyze aspects of either your own classroom or observe a classroom of interest that includes students with mild-moderate exceptional needs if you are not currently teaching in your own setting. Select one classroom and one time of day (e.g., one period, especially critical for secondary settings) to analyze. Use one of the self-assessment instruments (be sure to calculate data) and content from S&H Chapters 3, 4, 5, and 6 as well as content from the recent (past 3 years) research article**

Part Two: **After analyzing aspects of the classroom per self-assessment instrument and calculating the corresponding data, prioritize strengths and areas of need to describe in each assignment section. In the corresponding section of the assignment, describe improvements based upon what you found as areas of need, content from S&H Chapters 3, 4, 5, and 6, and content from the recent (past 3 years) research article you select**

Evaluation Standards	Required Components	Points
- Avoid first person (i.e., using "I" or "We") throughout the entire assignment - Use excellent written language (per APA style) throughout - Do not use any identifying information of people, schools, or school systems. Maintain confidentiality at all times.		
	Part One	
Classroom Arrangement	Write a narrative summary that describes what the classroom's physical arrangement looks like. Refer to the drawing of the classroom when appropriate. ✓ Insert a detailed drawing of the classroom including where centers, desks, etc. are located. ✓ Using information about the physical arrangement of the classroom, identify the corresponding type of instruction that can occur (e.g., small group, large group). ✓ 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.	/2.5
Effectiveness of Current Classroom Arrangement	✓ Strengths of the current classroom arrangement are determined by ✓ Areas of need for the current classroom arrangement. Use **data** 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.	/2.5
Daily or Session Schedule	Summarize what happens either across the day or across the session (e.g., math class; 3rd 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.	/1
Behavior Management	Write a narrative summary that describes what the teacher uses for behavior management. Use relevant content from the self-assessment, text chapters,	/5

	and article. Some details include responses to these questions, but this is not intended as an exhaustive listing of queries for this section. --What are the classroom rules, and how measurable or clear are they? --What is visible for a corresponding matrix for the classroom rules? --What is evident for how the classroom rules connect to the schoolwide rules? --What kinds of routines or procedures are used during the observation time? --What are the procedures for promoting appropriate behavior? --What are the procedures for responding to undesired behavior? ==Related to the two above, what is the continuum of responses for appropriate or undesired behaviors?	
Effectiveness of Current Behavior System	--Strengths of the current behavior system. --Areas of need for the current behavior system. Use **data** 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.	/5
Part Two		
Ideal	**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:** **--physical arrangement of the classroom (create a second drawing and highlight changes)** **--behavior management (connect to text chapters and/or research article)** 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.	/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**
Total Points Earned		**/24**

Spring 2020 ABA Skill Presentation and Grading Rubric		
Skill (topic) for Presentation:		
Were directions for the Skill Presentation followed:		

1. Did the 502 student request Skills Presentation on time?	Yes	No
2. Are two copies of the Skill Presentation available (for the student and Dr. Kogon), *with the student's name on it*?	Yes	No
3. Is content on each of the pages large enough for the audience to see from the document camera?	Yes	No
4. Is the CEC Standard paraphrased and clearly connected to the identified skill?	Yes	No
5. Is the skill (topic) clearly identified and defined or described?	Yes	No
6. Is the skill (topic) clearly demonstrated?	Yes	No
7. Is sufficient information provided that the audience acquires an understanding of the skill (topic)?	Yes	No
8. Is the skill (topic) accurately demonstrated?	Yes	No
9. Is content on the pages completely accurate and clear?	Yes	No
10. Are sources accurately cited on the page/s within the presentation?	Yes	No
11. Is there a Reference page with accurate APA citations?	Yes	No
12. Is the CEC Ethical Principle paraphrased and clearly connected to the identified skill (topic)?	Yes	No
13. Did the student stay within the 5 minute period?	Yes	No
14. Does the student end the presentation by seeking questions and comments from peers?	Yes	No
15. Does the student answer questions or respond to comments from peers?	Yes	No
16. Did the student remain professional and poised throughout the presentation?	Yes	No
17. Did the student talk loud enough for the audience to hear throughout the presentation?	Yes	No
18. Was appropriate eye contact with the audience used throughout the presentation?	Yes	No
Other Comments:		
Total Points Earned: /5 Points		

Spring 2020 Comparison of School Discipline Plans Grading Rubric	
First and last names of group members (designated by Dr. Kogon at the beginning of Class 4)	4 points for #1
Spokesperson for this group (first and last name) will be determined by the small group. Role is to verbally share with whole class as the conclusion of this activity.	2.5 points for #2
Identify the group's note taker, who both provides notes to group spokesperson and submits notes (may need some clean up) on behalf of all in the group for # 2. Submit via email to Dr. Kogon within 48 hours after Class 4 (Subject in email: SW-PBIS # 2 for *first name of group members*).	**/ 6.5 points** **Total Earned** Full earned credit for assignments turned in on time.