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

Spring 2021
EDSE 502 DL1: Classroom Management and Applied Behavior Analysis
CRN: 11367, 3 – Credits

Instructor: Dr. Cornelia Jacob	Meeting Dates: 1/25/21 – 5/10/21
Phone: (703) 993-3670 * *Note: This is the general department phone number. Use Messages on Blackboard or Email to contact your professor.	Meeting Day(s): N/A
E-Mail: cjacob12@gmu.edu	Meeting Time(s): N/A
Office Hours: by appointment	Meeting Location: Asynchronous; Online
Office Location: online	Other Phone: N/A

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

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required.

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 that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly: http://masonlive2.gmu.edu/.

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

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 12:01 AM ET on January 25, 2021.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
>   To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: Tested devices and operating systems (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader (https://get.adobe.com/reader/)
  - Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations
- Course Week:
  Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday and finish on Monday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students can meet with the instructor via telephone or web conference. Students should contact the instructor via Messages on Blackboard to schedule a one-on-one session, including their preferred meeting method and suggested dates/times. If the student does not have access to Blackboard they may contact the instructor via email (Blackboard Messages is the preferred mode of communication).

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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 Texts

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.

Please purchase the editions with the dates shown in parentheses. Do not purchase or plan to use previous editions.

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Additional Readings
Students will be accessing the Mason library for recent research pertaining to course topics a few times during the semester. For some course topics (e.g., Research Analysis, crisis intervention), there are required readings, which will be posted on the Bb site for that course session.

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

VIA 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 VIA (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 VIA.

For EDSE 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Please check to verify your ability to upload items to VIA before the PBA due date.

> **Assignments and/or Examinations**
> > **Performance-based Assessment**
> > **(VIA submission required)**

For EDSE 502, the required PBA is Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). For the FBA and BIP project, you will select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s).

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. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

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. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

College Wide Common Assessment
(VIA submission required)

None

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).

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.

*Please note that due to barriers with accessing field experience placements in Spring 2021 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified by their instructors with field experience options in their course. If the instructor allows field experiences to be completed on-the-job for students working in schools, you must have administrator approval and access to all field experience-related tasks and requirements. Please note that if you are not completing your field experience on-the-job or if your worksite does not meet the necessary requirements, you will use an alternative option provided by your instructor; you may NOT arrange your own field experience placement (i.e., do NOT reach out to teachers or administrators on your own). Check your Mason email regularly for important information regarding your field experience.

Other Assignments

3. Module Activities (75 points)

You will complete a variety of additional activities in each module. These activities 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 activities.

4. Reading Checks (4 at 15 points each/60 points)

You will complete one reading check for each module in this course. These reading checks assess your understanding and recall of the assigned chapters in the textbooks. You may use the textbooks and your notes to help you complete these checks and there is no time limit. You may take each reading check twice and your higher grade will be counted.

5. Comparison of School Discipline/Behavior Plans (20 points)

For this assignment, you will compare and contrast one school's plan to the Positive Intervention and Support (PBIS) model and report your findings. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

6. Classroom Management Plan (60 points)

For this assignment, you will develop a comprehensive classroom management plan that includes preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. You will describe and assess a K-12 classroom in terms of the current classroom management, analyze the assessment data identify areas of strengths and areas of need, and make recommendations for how to improve the classroom management. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

Online EDSE 502 Student Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations		
Assignment	Points earned by EDSE 502 student	Total points available
a. Module Activities		75 points
b. Reading Checks (4 reading checks @ 15 points each)		60 points
c. Comparison of School Discipline Plan		20 points
d. Classroom Management Plan		60 points
e. Functional Behavioral Assessment (FBA)		75 points
f. Behavior Intervention Plan (BIP)		75 points
TOTAL		/365 points

Course Policies and Expectations
Attendance/Participation

All course work will be online in an Asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Several assignments require participation from individuals and classmates by specific dates or in sufficient time for classmates' responses. To maximize your preparation and participation, it is recommended that you:

- Read all the way through each module one time initially. That way you know what you need to focus on and prioritize (i.e., what's coming up soon? Later?).
- Develop a timeline for the assignments (individual and/or group) so you have plenty of time to post, react to peers' posts, gather materials as needed for upcoming assignments, prepare assignment drafts, and refine assignment prior to submission for a grade.
- Pace yourself well; individual and independent online courses do not mean you can wait until the last minutes to get the work done! Peers are dependent on you at times, and your success is also dependent on your preparation to complete assignments well in advance of due dates.

Late Work

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard *on* or *before* the due date. In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than one week late unless prior arrangements with the instructor have been ma

Other Requirements

Communication.

The best way to contact me is through Messages on Blackboard. There is a Messages icon on the left navigation bar in the course. I will check Messages at least once a day on weekdays. I will respond to Messages within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

If you do not have access to Blackboard, you may contact me via Email. There is a Send Email icon on the left navigation bar for the course. My email (as well as emails of your classmates) is located here. Please note: I receive much email in my role as a professor. Email may get lost in the shuffle. It is best to use Messages on Blackboard to communicate with me whenever possible.

Sample Assignments.

In an effort to provide samples of assignments to students in future semesters, I sometimes save exemplary submissions from the current semester. All identifying information (e.g. your name) will be removed from the sample assignment. If you do not wish to have your submissions used as sample assignments, please let me know in writing by the end of the first week of class.

Grading Scale
93-100% = A
90-92% = A-
87-89% = B+
83-86% =B
80-82% = B-
70-79% = C

<69% = F

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (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 must 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 [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (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

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

Date	Module	Readings	Assignments
Opens at 12:01 a.m. ET on 9/25/21 All assignments due 11:59 p.m. ET on 2/15/21	Module 1	• Alberto & Troutman Chapter 1 • Scheuermann & Hall Chapters 1 & 2	• Module Activities • Reading Check 1 • Module Assignment: Comparison of Schoolwide Discipline Plans
Opens at 12:01 a.m. ET on 2/16/21 All assignments due 11:59 p.m. ET on 3/8/21	Module 2	• Alberto & Troutman Chapter 8 • Scheuermann & Hall Chapters 5-7	• Module Activities • Reading Check 2 • Module Assignment: Classroom Management Plan
Opens at 12:01 a.m. ET on 3/9/21 All assignments due 11:59 p.m. ET on 4/5/21	Module 3	• Alberto & Troutman Chapters 3-7 • Scheuermann & Hall Chapters 3 & 8	• Module Activities • Reading Check 3 • Module Assignment: FBA
Opens at 12:01 a.m. ET on 4/6/21 All assignments due 11:59 p.m. ET on 5/3/21	Module 4	• Alberto & Troutman Chapters 8, 9 & 11 • Scheuermann & Hall Chapters 10 & 11	• Module Activities • Reading Check 4 • Module Assignment: BIP • VIA Submissions of FBA and BIP

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: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

• Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (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 either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (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 the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

EDSE 502: FBA Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT			
Student Description *CEC/IGC Standard 1* *CEC/IGC Standard 1 ISCI 1 K11*	● Candidate provides partial demographic and background information related to the target student with disabilities who accesses the general curriculum, giving only a limited view of the context of student behavior. ● Candidate has limited discussion of educational impact.	● Candidate discusses the demographic and background information related to the target student with disabilities who accesses the general curriculum inclusive of the educational impact of student's disability, values (e.g., cultural / familial influences), and behavior issues.	● Candidate discusses the demographic and background information related to the target student with disabilities who accesses the general curriculum inclusive of: 　o the educational impact of student's disability, attitude, interests, values (e.g., cultural / familial influences), and behavior issues, and 　o the effect these conditions can have on the student's life and learning. ● Candidate provides an in-depth profile of the target student.
Overview of Setting Context *CEC/IGC Standard 2* *CEC/IGC Standard 2 ISCI 2 K1* *CEC/IGC Standard 2 ISCI 2 S1*	● Candidate provides a description of the classroom environment in which the target behavior occurs but does not examine the impact of the learning environment on behavior management. ● Candidate evaluates the classroom learning environment context with details missing in	● Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student. ● Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily	● Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student, peers, and adults. ● Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily

	terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.	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 and cultural responsiveness is valued.	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 and cultural responsiveness is valued. ● Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for students with disabilities.

Indirect Assessment of Behavior (Interview)
 	
CEC/IGC Standards 2 & 4
 	
CEC/IGC Standard 4 ISCI 4 S 4
 	
CEC/IGC Standard 2 ISCI 2 S6
	● Candidate does not sufficiently collaborate with and/or interviews at least one professional who has knowledge of the student.
	● The candidate's interview data does not contribute to an understanding of the behavior.
		● Candidate collaborates with and/or interviews at least one professional who has knowledge of the student.
		● Based on the interview, the candidate collects data on:
		  o context of the behavior (setting events, antecedents, consequences), and
		  o realistic expectations of the professionals.
		● Candidate identifies ways to collect data on cultural / familial influences that could contribute to an understanding of the behavior.
		● Professional's input and concerns are documented.
		● The interview data consistently support the direct assessment of the student behavior.
			● Candidate collaborates with and/or interviews more than one individual (e.g., family and/or professionals) who have knowledge of the student.
			● Explores development and/or modifications of individualized indirect assessment strategies.
			● Based on the interview, the candidate collects data on:
			  o context of the behavior (setting events, antecedents, consequences),
			  o student reinforcement preferences, and
			  o realistic expectations of the family and/or professionals.
			● Candidate collects indirect data from multiple sources.
			● Candidate collects indirect data on any cultural / familial influences that could contribute to an understanding of the behavior.
			● Family input and/or professional's input and concerns are documented.

			• The interview data consistently support the direct assessment of the student behavior.

Direct Assessment of Behavior *CEC/IGC Standards 2 & 4* *CEC/IGC Standard 4 ISCI 4 S 4* *CEC/IGC Standard 2 ISCI 2 S6*	● Candidate assesses the behavior of the student using ONLY direct observation without ABC analyses.	● Candidate implements procedures for assessing and reporting both appropriate and undesirable social behaviors of a student with disabilities through direct observation, including ABC analyses.	● Candidate implements evidence-based procedures for assessing and reporting both appropriate and undesirable social behavior of the student with disabilities through direct observation, including ABC analyses. ● The candidate includes additional direct data collection methods such as scatterplots and at least one other method to further inform about the behavior and the effects of the exceptional learning needs. ● Candidates describes the rationale for the development and/or modifications of individualized direct assessment strategies to assess the student's behavior.
Operational Definition of Target Behavior *CEC/IGC Standard 4* *CEC/IGC Standard 4 IGC4 S1*	● Candidate identifies the target behavior but identification is not operational definition.	● Candidate identifies and provides a clear operational definition of the target behavior. • Candidate provides specific examples of the target behavior related directly to the target behavior.	● Candidate identifies and provides a clear operational definition of the target behavior, including conditions, target behavior, and criterion ● Candidate provides specific examples of the target behavior related directly to the target behavior.

| Hypothesized Function of Behavior

CEC/IGC Standard 2

CEC/IGC Standard 2, ISCI 2 K 4 | ● Candidate provides a hypothesis for the function of the target behavior that is incorrect and/or is not substantiated by ABC data. | ● Candidate provides one accurate function of the target behavior that is substantiated by ABC data. | ● Candidate provides one accurate function of the target behavior that is substantiated by ABC data.
● Candidate provides evidence through examples of having examined multiple areas from below in establishing the function of the behavior:
  o the impact of the student's academic and social abilities, attitudes, interests, and values on instruction,
  o the demands of the learning environment, levels of active engagement,
  o ways specific cultures are negatively stereotyped,
  o teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural considerations. |

EDSE 502 BEHAVIOR INTERVENTION PLAN (BIP)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
BEHAVIOR INTERVENTION PLAN			
Expected Outcome or Target Goal	• Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior for the target student with disabilities who accesses the general curriculum.	• Candidate provides a statement of the desired replacement or alternative behavior for the target student with disabilities who accesses the general curriculum. • Behavior matches the same function as the target behavior	• Candidate provides a clear statement of the desired replacement or alternative behavior for the target student with disabilities who accesses the general curriculum 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. • Behavior matches the same function as the target behavior • Considers the response effort in comparison to the target behavior • Considers the contextual fit within ongoing routines and teacher input

| Reinforcer and Activity Preference Assessment

CEC Standard 5

CEC/IGC Standard 5 IGC5 S22	● **Candidate provides an incomplete reinforcer and activity preference assessment and/or using only one inventory.**
	● **Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program.**
		● **Candidate acquires student's reinforcement and activity preferences using more than one inventory.**
		● **Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with disabilities**
			● **Candidate acquires student's reinforcement and activity preferences using more than one inventory.**
			● **Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:**
			  o **learner's chronological age (CA),**
			  o **school rules as applicable,**
			  o **peer/friend practices,**
			  o **parent/teacher/friend's opinions, and/or**
			  o **medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).**
			● **Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with disabilities.**

Intervention Plan

CEC/IGC Standard 5

CEC/IGC Standard 5 ISCI 5 S3

CEC/IGC Standard 5 ISCI 5 K2

CEC Standard 5 IGC5 S 9 | ● **Candidate designs an incomplete behavior intervention plan that lacks research-based interventions, reinforcers, and/or reinforcement schedules that are in alignment with the needs of the learner** | ● **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 targeted behavior prevention and** | ● **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 targeted behavior prevention and** |

	with disabilities.	intervention. ● Specifically, the candidate selects and provides a rationale for the research-based intervention strategies that are least intrusive, positive, and proactive (when possible) to teach appropriate replacement behaviors for the learner with disabilities. ● The candidate may use technology to design and/or support their intervention plan. ● The candidate designs a schedule of reinforcement that is in alignment with learner needs. ● The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description. ● The candidate provides the steps for teaching appropriate replacement behaviors using the interventions from the intervention plan.	intervention. ● Specifically, the candidate selects and provides a rationale for the research-based intervention strategies that are least intrusive, positive, and proactive (when possible) to teach appropriate replacement behaviors for the learner with disabilities. ● The candidate designs a schedule of reinforcement that is in alignment with learner needs. ● The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description. ● The candidate provides the steps for teaching appropriate replacement behaviors using the interventions from the intervention plan. ● The candidate uses technology to design and/or support their intervention plan. ● The candidate prepares other personnel (e.g., paraprofessionals, general educators, family members) to use the intervention plan in their environments.
Evaluation and Impact of Intervention Plan *CEC/IGC Standard 5*	● Candidate provides no data collection plan or an incomplete data	● Candidate provides a data collection plan to measure the behavior in the behavioral	● Candidate provides a data collection plan to measure the behavior in the behavioral

CEC/IGC Standard 5 ISCI 5 S 11	collection plan to measure the behavior in the behavioral objective ● Candidate does not include an accurate procedure for data analyses.	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 consistent, ongoing observations of the behavior. ● Candidate includes an accurate procedure for data analyses so that responsive adjustments can be made if the intervention plan is not working as desired.	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 consistent, ongoing observations of the behavior. ● Candidate includes an accurate procedure for data analyses so that responsive adjustments can be made if the intervention plan is not working as desired. ● Candidate reflects on the intervention plan in terms of refinements and revisions to use in the future. ● The candidate describes maintenance and generalization plans related to the targeted behavior. ● 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 disabilities.