



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

Spring 2021

EDSE 502 665: Classroom Management and Applied Behavior Analysis

CRN: 23527, 3 – Credits

<b>Instructor: Dr. Ron Pannell</b>	<b>Meeting Dates: 3/16/21 – 5/11/21</b>
<b>Phone: 571-422-3951</b>	<b>Meeting Day(s): Tuesday</b>
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<b>Office Hours: Tuesday's at 3:30 p.m.</b>	<b>Meeting Location: Online</b>
<b>Office Location: Online/Virtual</b>	<b>Other Phone: 703-408-6185</b>

***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](mailto: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 a synchronous 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 March 9, 2021 at 4 p.m.

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 \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers\)](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 \(https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems\)](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/) (<https://get.adobe.com/reader/>)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
  - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) ([www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/))

## Expectations

- Course Week:
- 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 least three times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- 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* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

Scheurmann, B. K., & Hall, J. A. (2016). *Positive behavioral supports for the classroom* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill Prentice Hall.

## **Recommended Texts**

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

## **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)**

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.

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

##### **Functional Behavior Assessment**

- 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) can be found on Blackboard and should be thoroughly reviewed prior to beginning the assignment.

##### **Behavior Intervention Plan**

- 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) can be found on Blackboard and should be thoroughly 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).

Students must be able to perform the essential functions of the practicum site assigned with or 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 well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.

## Course Policies and Expectations

### Attendance/Participation

Course Requirements and Evaluation			Due Date
Weekly Attendance and Participation		10 points	
Discussion Guides (one for every set of readings except for the first class session, which is a reflection of class discussion)		10 points	At the beginning of each class session
VDOE Restraint and Seclusion Training		20 points	03/23/2021
Classroom Management Plan		25 points	04/06/2021
Functional Behavior Assessment (VIA submission required)		50 points	04/20/2021
Behavior Intervention Plan (VIA submission required)		55 points	05/11/2021
	Total	170 points	

### Late Work

Assignments are due at the start of class on the date indicated on the syllabus. Five points will be deducted for every 24 hours an assignment is late. After two weeks from the due date, assignments will not be accepted. The point deductions will be made after the grading is complete.

### Grading Scale

95 - 100% (161 – 170) = A+

94 - 90% (153 – 160) = A

89 - 85% (144 – 152) = B+

85 - 80% (136 – 143) = B

70-79% (119 – 135) = C

< 69% (< 118) = 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 \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-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	Concepts	Readings	Assignments Due
3/16/2021	Course overview of requirements  Prevention through Schoolwide Positive Behavior support  Setting up for success: Classroom rules, routines, and procedures	Review Syllabus and Blackboard  Research Articles: SWPBIS Tiered Fidelity Articles will be distributed in class	<b>Reaction Activity (Discussion Guide 1 and 2 (in class, 2 pts.))</b>
3/23/2021	Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior  Prevention through Classroom Planning, Organization, and Quality Classroom Instruction (Part 1)	Scheuermann & Hall Chapters 1, 2 or Alberto & Troutman Chapters 1 and 2	<b>Discussion Guide 3</b>  IRIS Module: Addressing Disruptive and Noncompliant Behavior (Part 1) – in class <b>VDOE Restraint and Seclusion Training</b>



3/30/2021	Prevention through Classroom Planning, Organization, and Quality Classroom Instruction (Part 2)  Functional Behavior Assessments – Introduction	Scheuermann & Hall Chapters 5, 6 Alberto & Troutman Chapter 2	<b>Discussion Guide 4</b>  IRIS Module: Classroom Management (Part 1)  <b>Spring Break – asynchronous class</b>
04/06/2021	Operationalize behavior, operant conditioning to change behaviors  Prevention through Behavioral and Academic Monitoring	Scheuermann & Hall Chapters 4 and 7	<b>Discussion Guide 5</b> IRIS Module: Classroom Management (Part 2) – in class <b>Classroom Management Plan</b>
04/13/2021	Functional Behavior Assessments – Developing a hypothesis for behavior change	Scheuermann & Hall Chapter 3 Alberto & Troutman Chapter 4  Functional Behavior Assessment	<b>Discussion Guide 6</b>
04/20/2021	Functional Behavior Assessments – Developing a hypothesis for behavior change  Linking FBA to Behavior Intervention Plans (BIP)	Scheuermann & Hall Chapter 8  Alberto & Troutman Chapters 7, 8  Functional Behavior Assessment	<b>Discussion Guide 7</b>  <b>VIA submission required: Functional Behavior Assessment</b>
4/27/2021	Functional Behavior Assessments – Developing a hypothesis for behavior change	Scheuermann & Hall Chapter 8  Alberto & Troutman Chapters 7, 8	<b>Discussion Guide 8</b>

	Linking FBA to Behavior Intervention Plans (BIP)	Functional Behavior Assessment	
04/27/2021	Data Collection Procedures, Graphing Data; Single Subject Research Designs  Behavior Intervention Plan	Scheuermann & Hall Chapter 9 Alberto & Troutman Chapters 5, 6	
05/04/2021	Description, procedures, and ways to differentiate evidence-based practices  Behavior Intervention Plan	Scheuermann & Hall Chapter 10 Alberto & Troutman Chapters 9, 11	<b>Discussion Guide 9</b>  IRIS Module: Addressing Disruptive and Noncompliant Behavior (Part 2) – in class
05/11/2021	FBA/BIP: Putting It Together Reinforcements for Generalization and Self-Monitoring, Social skills	Scheuermann & Hall Chapter 11  Alberto & Troutman Chapter 13	<b>Discussion Guide 10</b>  <b>VIA submission required: Behavior Intervention Plan</b>

### 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/) (<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/) (<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/) (<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 \(https://ds.gmu.edu/\)](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 \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](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 \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

**Appendix**

**Assessment Rubric(s)**

FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<b>FUNCTIONAL BEHAVIOR ASSESSMENT</b>			
<p>Student Description</p> <p><i>CEC/IGC Standard 1 ISCI 1 K11</i></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>
<p>Overview of Setting Context</p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 K1</i></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</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.</li> </ul> <p><i>CEC/IGC Standard 2 ISCI 2 K1</i></p> <ul style="list-style-type: none"> <li>• Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom</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</li> </ul>

	<p>created a safe, equitable, positive learning environment in which diversity is valued.</p>	<p>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.</p> <p><i>CEC/IGC Standard 2 ISCI 2 S1</i></p>	<p>environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.</p> <ul style="list-style-type: none"> <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>
<p>Indirect Assessment of Behavior (Interview)</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>	<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.</li> </ul> <p><i>CEC/IGC ISCI 4 S 4</i></p> <ul style="list-style-type: none"> <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>

<p>Direct Assessment of Behavior</p> <p><i>CEC/IGC Standards 2 &amp; 4</i></p> <p><i>CEC/IGC Standard 4 ISCI 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p>	<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> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p> <ul style="list-style-type: none"> <li>• Candidates describes the rationale for the development and/or modifications of individualized direct assessment strategies to assess the learners' behavior</li> </ul> <p><i>CEC/IGC ISCI 4 S 4</i></p>	<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 further inform about the behavior and the effects of the exceptional learning needs.</li> </ul>
<p>Operational Definition of Problem Behavior</p> <p><i>CEC/IGC Standard 4</i></p> <p><i>CEC/IGC Standard 4 IGC4 S1</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> <p><i>CEC/IGC Standard 4 IGC4 S1</i></p>	<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 related directly to the target behavior.</li> </ul>
<p>Hypothesized Function of Behavior</p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></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:</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:</li> </ul>

		<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> <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></p>	<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, and cultural variation.</li> </ul>
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BEHAVIOR INTERVENTION PLAN (BIP)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
BEHAVIOR INTERVENTION PLAN			
Expected Outcome or Target Goal	<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>
Reinforcer and Activity Preference Assessment  <i>CEC Standard 5</i>  <i>CEC/IGC Standard 5 IGC5 S22</i>	<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)</li> </ul> </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)</li> </ul> </li> </ul>



		<p>who have weight concerns or who have diabetes).</p> <ul style="list-style-type: none"> <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>	<p>who have weight concerns or who have diabetes).</p> <ul style="list-style-type: none"> <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>Intervention Plan</p> <p><i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC Standard 5 ISCI 5 S3</i></p> <p><i>CEC/IGC Standard 5 ISCI 5 K2</i></p> <p><i>CEC Standard 5 IGC5 S 9</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 moderate exceptional learning needs.</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 intervention. <i>CEC Standard 5 IGC5 S 9</i></li> <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</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> <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</li> </ul>

		<p>replacement behaviors.</p> <ul style="list-style-type: none"> <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>	<p>schedule of reinforcement that is in alignment with learner needs.</p> <ul style="list-style-type: none"> <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>valuation and Impact of Intervention Plan <i>CEC/IGC Standard 5</i>  <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 student's target behavior and the plan does not integrate appropriate adaptations and technology as needed.</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 adjustments can be made if the intervention plan is not working. <i>CEC/IGC Standard 5 ISCI 5 S 11</i></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 plan is not working.</li> <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</li> </ul>

			<p>order to help integrate individuals with mild to moderate exceptional learning needs.</p>
<p>Evaluation and Impact of Intervention Plan <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 student's target behavior and the plan does not integrate appropriate adaptations and technology as needed.</li> <li>● The candidate does not design a fidelity checklist, or designs an incomplete or confusing fidelity checklist, yielding little if any information about the extent to which the intervention is implemented as intended.</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 adjustments can be made if the intervention plan is not working.</li> <li>● <i>CEC/IGC Standard 5 ISCI 5 S 11</i></li> <li>● Candidate designs a fidelity checklist that can be used to determine the extent to which the intervention was implemented as intended.</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 plan is not working.</li> <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> <li>● Candidate designs a fidelity checklist that can be used to</li> </ul>

			determine the extent to which the intervention was implemented as intended. Each step in the fidelity checklist is described with sufficient detail regarding how to implement each component of the intervention such that an outside observer could reliably assess the extent to which the intervention was implemented as intended.
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