



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

Spring 2022  
EDSE 353 001: Individualized Behavior Supports  
CRN: 17335, 3– Credits

<b>Instructor:</b> Dr. Grace Francis Mr. Gino Binkert	<b>Meeting Dates:</b> 1/24/22 – 5/18/22
<b>Phone:</b> 703-993-6064	<b>Meeting Day(s):</b> Tuesday/Thursday
<b>E-Mail:</b> Francis: <a href="mailto:gfranci4@gmu.edu">gfranci4@gmu.edu</a> Binkert: <a href="mailto:gbinkert@gmu.edu">gbinkert@gmu.edu</a>	<b>Meeting Time(s):</b> 3 pm – 4:15 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax; AQ (Aquia Building) 347
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**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):**

Recommended: EDSE 251

**Co-requisite(s):**

None

**Course Description**

Focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities. Emphasizes analyzing the function of individuals’ behaviors and developing responsive behavior intervention plans.

**Course Overview**

EDSE 353 emphasizes analyzing the function of individuals’ behaviors and developing a continuum of responsive behavior intervention plans. The course focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities.

### **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**

Do you know what tests might be required for your program and when to apply for internship? Tests should be taken as early as possible by teacher candidates since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor for more information.

### **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 students will be able to:

1. Define behavior change terminology and principles of applied behavior analysis.
2. Describe the form and function of behavior as communicative intent in both symbolic and non-symbolic formats.
3. Identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior(s) as well as the function of the behavior (i.e., functional behavior assessment), given characteristics and behaviors of individuals with disabilities.
4. Design a comprehensive behavior change program that promotes emotional well-being, based on information from a functional behavior assessment.
5. Describe how school teams collaborate for the functional behavior assessment and behavior change program that are consistent with norms, standards, and rules of the educational environment.
6. Design positive behavioral supports using behavior management techniques to promote desirable changes in individuals academic, social, and/or affective behavior; including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
7. Describe how to determine reinforcers, and use varied schedules of reinforcement responsive to the needs of individuals with disabilities.
8. Write accurate behavioral objectives for a wide range of behaviors that include all components as well as internal coherence and consistency: learner, conditions, observable behavior, and degree/criteria statements.

9. Describe data collection procedures that match observable behaviors and understand how to calculate and use data to make decisions about the effectiveness of interventions.
10. Explain when and how to use maintenance and generalization techniques.

### **Professional Standards**

(Council for Exceptional Children [CEC] and the 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 7: Collaboration (InTASC 7).

### **Required Texts**

Riffel, L. A. (2011). *Positive behavior support at the tertiary level: Red zone strategies*. Corwin.

### **Recommended Texts**

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

### **Additional Readings**

See Blackboard for additional readings.

### **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 353, the required PBA is Functional Behavioral Assessment Application & Behavior Intervention Plan Application. 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)**

\*Assignment information and rubrics will be discussed in class on posted on Blackboard.

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Final Functional Behavioral Assessment & Behavior Intervention Plan Application	Final FBA and BIP. (Combine initial FBA and BIP assignments with instructor feedback incorporated).  *Assignment information and rubrics will be discussed in class and are posted on posted on Blackboard under the “Assessments” tab.	60	May 5 <sup>th</sup>

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

N/A.

**Other Assignments**

\*Assignment information and rubrics will be discussed in class and posted on Blackboard.

<b>Assignment</b>	<b>Description</b>	<b>Points</b>	<b>Due date</b>
Joe Tom’s Characteristics, Needs, Strengths, Systems of Support, and Behavior	Watch <i>My Flesh and Blood</i> and describe Joe Tom’s strengths, areas of need, general characters, systems of support, and the nature of the behavior we will target.  *This is a full-length film that you will use as the foundation for your final project.  *See template in content folder.	25	Feb 15 <sup>th</sup>
Initial Functional Behavioral Assessment (FBA) Application	The purpose of this assignment is to demonstrate proficiency using the knowledge acquired for the FBA indirect and direct assessments. FBA information (results from indirect and direct assessments) for an individual with disabilities will be provided. Given the information, students will demonstrate their skills in using that content to develop a comprehensive FBA.	15	March 8 <sup>th</sup>
VDOE training	Complete your VDOE seclusion and restraint certification and post to Blackboard.	15	March 22 <sup>nd</sup>
Initial Behavior Intervention Plan (BIP) Application	The purpose of this assignment is to develop comprehensive interventions for an individual with disabilities based on the pre-identified function of the individual’s behavior of concern. Based on information from an FBA and the hypothesis about	15	April 14 <sup>th</sup>

Assignment	Description	Points	Due date
	the function of the problem behavior(s), parsimonious (least intrusive, most positive) interventions are identified and described briefly.		
Teaching Philosophy	Construct a brief narrative related to your beliefs, values, perspectives, and approaches related to student teaching and behavior.	20	May 3 <sup>rd</sup>

## Course Policies and Expectations

### *Attendance/Participation*

Class attendance and professional participation at all sessions is important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

### *Late Work*

Work is considered on time if it is submitted by 11:59 pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. ***After one week from the due date, assignments will not be accepted.*** Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

### Grading

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

**\*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. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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	Topics	Readings Due	Class Assignments
Jan 25	<ul style="list-style-type: none"> <li>• Overview of course</li> <li>• Review syllabus and assignments</li> </ul>	Syllabus	
Jan 27	<ul style="list-style-type: none"> <li>• Overview of Positive Behavior Support</li> </ul>	Chapter 1	
Feb 1	<ul style="list-style-type: none"> <li>• PBIS: Tier 1</li> </ul>		
Feb 3	<ul style="list-style-type: none"> <li>• PBIS: Tiers 2 &amp; 3</li> </ul>		
Feb 8	<ul style="list-style-type: none"> <li>• <i>My Flesh and Blood</i></li> </ul>		
Feb 10	<ul style="list-style-type: none"> <li>• Joe Tom Discussion</li> </ul>		

Feb 15	<ul style="list-style-type: none"> <li>• Functional Behavioral Assessment (FBA)</li> <li>• Data Collection</li> </ul>	Chapter 2	Joe Tom's Characteristics, Needs, Strengths, Systems of Support, and Behavior Due
Feb 17	<ul style="list-style-type: none"> <li>• Direct Data Collection</li> </ul>	Chapter 4	
Feb 22	<ul style="list-style-type: none"> <li>• Indirect Data Collection</li> </ul>	Chapters 3 and 5	
Feb 24	<ul style="list-style-type: none"> <li>• ABC Data Collection and Analysis</li> </ul>	Chapter 7	
March 1	<ul style="list-style-type: none"> <li>• ABC content application</li> </ul>		
March 3	<ul style="list-style-type: none"> <li>• Competing Behavior Pathways (CBP)</li> </ul>	Chapter 9	
March 8	<ul style="list-style-type: none"> <li>• CBP content application</li> </ul>		Initial Functional Behavioral Assessment (FBA) Application
March 10	<ul style="list-style-type: none"> <li>• Behavior Intervention Plan (BIP)</li> </ul>		
March 15	<b>SPRING BREAK</b>		
March 17	<b>SPRING BREAK</b>		
March 22	<ul style="list-style-type: none"> <li>• Antecedent strategies</li> </ul>	Chapter 10	VDOE training
March 24	<ul style="list-style-type: none"> <li>• Antecedent strategies content application</li> </ul>		
March 29	<ul style="list-style-type: none"> <li>• Teaching strategies</li> </ul>	Chapter 11	
March 31	<ul style="list-style-type: none"> <li>• Teaching strategies content application</li> </ul>	Chapter 13	
Apr 5	<ul style="list-style-type: none"> <li>• Consequence strategies and evaluation</li> </ul>	Chapter 12	
Apr 7	<ul style="list-style-type: none"> <li>• Consequence strategies content application</li> </ul>		
Apr 12	<ul style="list-style-type: none"> <li>• Reinforcement schedules</li> </ul>		
Apr 14	<ul style="list-style-type: none"> <li>• Reinforcement schedules content application</li> </ul>		Initial Behavior Intervention Plan (BIP) Application
Apr 19	<ul style="list-style-type: none"> <li>• Fading and shaping</li> </ul>		

Apr 21	• Reinforcement schedules content application		
Apr 26	• Maintenance and Generalization	Chapter 14	
Apr 28	• Behavior Philosophy		
May 3	• Maerials Lab		Teaching Philosophy
May 5	• Maerials Lab		Final Functional Behavioral Assessment & Behavior Intervention Plan Application

### **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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <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 “Non-confidential 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](mailto:titleix@gmu.edu).

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)**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>FUNCTIONAL BEHAVIOR ASSESSMENT</b>			
<b>Student Description</b>  <i>CEC/IGC Standard 1 ISCI 1 K11</i>	<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 disability, values (e.g., cultural / familial influences), and behavior issues.</li> </ul> <i>ISCI 1 K11</i>	<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 disability, attitude, interests, values (e.g., cultural / familial influences), 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</li> </ul>

			in-depth profile of the target student.
<p><b>Overview of Setting Context</b></p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2</i> <i>ISCI 2 K1</i></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Candidate evaluates the classroom learning environment context with details missing in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student. <i>CEC/IGC Standard 2</i> <i>ISCI 2 K1</i></li> <li>● Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued. <i>CEC/IGC Standard 2</i> <i>ISCI 2 S1</i></li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued.</li> <li>● Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for students with disabilities.</li> </ul>

<p><b>Indirect Assessment of Behavior (Interview)</b></p> <p><i>CEC/IGC Standards 2 &amp; 4</i></p> <p><i>CEC/IGC Standard 2 ISCI S 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p>	<ul style="list-style-type: none"> <li>● Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the student.</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 professionals who have knowledge of the student.</li> <li>● Explore development and/or modifications of individualized indirect assessment strategies. <i>CEC/IGC ISCI 4 S 4</i></li> <li>● Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> <li>○ context of the behavior (setting events, antecedents, consequences), and</li> <li>○ realistic expectations of the professionals.</li> </ul> </li> <li>● Candidate identified ways to collect data on cultural / familial influences that could contribute to an understanding of the behavior.</li> <li>● Professional's input and concerns are documented.</li> <li>● The interview data consistently support the direct assessment of the student behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate collaborates with and interviews family and/or professionals who have knowledge of the student. 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>○ student reinforcement preferences, and</li> <li>○ realistic expectations of the family and/or professionals.</li> </ul> </li> <li>● Candidate also collects data on the behavior.</li> <li>● Candidate collects indirect data on any cultural / familial influences that could contribute to an understanding of the behavior.</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 student behavior.</li> </ul>
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	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
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<b>BEHAVIOR INTERVENTION PLAN</b>			
<b>Expected Outcome or Target Goal</b>	<ul style="list-style-type: none"> <li>• Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a statement of the desired replacement or alternative behavior. <ul style="list-style-type: none"> <li>○ Behavior matches the same function as the target behavior</li> </ul> </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> <li>• Behavior matches the same function as the target behavior</li> <li>• Considers the response effort in comparison to the target behavior</li> <li>• Considers the contextual fit within ongoing routines and teacher input</li> </ul>
<b>Reinforcer and Activity Preference Assessment</b>  <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 and/or using only one inventory.</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 acquires student’s reinforcement and activity preferences using more than one inventory.</li> <li>• Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with disabilities</li> </ul> <i>CEC/IGC Standard 5 IGC5 S22</i>	<ul style="list-style-type: none"> <li>• Candidate acquires student’s reinforcement and activity preferences using more than one inventory.</li> <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</li> </ul> </li> </ul>

			<p>snacks to students 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 disabilities.</li> </ul>
<p><b>Intervention Plan</b></p> <p><i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC Standard 5 ISCI 5 S3</i></p> <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 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 with disabilities.</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 targeted behavior prevention and intervention.</li> <li>• 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.</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 targeted behavior prevention and intervention.</li> <li>• 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.</li> <li>• The candidate designs a schedule of reinforcement that is in alignment with learner needs.</li> <li>• The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.</li> <li>• The candidate provides the steps for teaching appropriate replacement behaviors using the interventions from the intervention plan.</li> <li>• The candidate uses</li> </ul>

		<ul style="list-style-type: none"> <li>● The candidate may use technology to design and/or support their intervention plan.</li> <li>● The candidate designs a schedule of reinforcement that is in alignment with learner needs.</li> <li>● The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.</li> <li>● The candidate provides the steps for teaching appropriate replacement behaviors using the interventions from the intervention plan.</li> </ul>	<p>technology to design and/or support their intervention plan.</p> <ul style="list-style-type: none"> <li>● The candidate prepares other personnel (e.g., paraprofessionals, general educators, family members) to use the intervention plan in their environments.</li> </ul>
<p><b>Evaluation and Impact of Intervention Plan</b>  <b>CEC/IGC Standard 5</b></p> <p><i>CEC/IGC ISCI 5 S 11</i></p>	<ul style="list-style-type: none"> <li>● Candidate provides no data collection plan or an incomplete data collection plan to measure the behavior in the behavioral objective</li> <li>● Candidate does not include an accurate procedure for data analyses.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a data collection plan to measure the behavior 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 consistent, ongoing</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a data collection plan to measure the behavior 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 consistent, ongoing observations of the behavior.</li> <li>● Candidate includes an accurate procedure for data analyses so that responsive adjustments</li> </ul>

		<p>observations of the behavior.</p> <ul style="list-style-type: none"> <li>● Candidate includes an accurate procedure for data analyses so that responsive adjustments can be made if the intervention plan is not working as desired. <p><i>CEC/IGC Standard 5 ISCI 5 S 11</i></p> </li></ul>	<p>can be made if the intervention plan is not working as desired.</p> <ul style="list-style-type: none"> <li>● Candidate reflects on the intervention plan in terms of refinements and revisions to use in the future.</li> <li>● The candidate describes maintenance and generalization plans related to the targeted behavior.</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 disabilities.</li> </ul>
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