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

Fall 2022
EDSE 502 671: Classroom Management and Applied Behavior Analysis
CRN: 84428, 3 – Credits

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|---|---|
| **Instructor:** Dr. Joy Engstrom | **Meeting Dates:** 9/14/22 – 11/16/22 |
| **Phone:** 804-937-3680 (cell) | **Meeting Day(s):** Wednesdays |
| **E-Mail:** jengstr2@gmu.edu or Joy.Engstrom@lcps.org (preferred) | **Meeting Time(s):** 4:30 pm – 8:30 pm |
| **Office Hours:** By Appointment | **Meeting Location:** N/A; Off-campus |
| **Office Location:** N/A | **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**

Mason email is the primary method of communication used by university offices. Check your Mason email regularly: http://mso365.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

**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] 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 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. (2022). Applied behavior analysis for teachers (10th ed.) Upper Saddle River, NJ: Pearson.

Scheuermann, B.K., & Hall, J.A. (2022). Positive behavioral supports for the classroom (4th ed.). Upper Saddle River. NJ: Pearson.

**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)**

FBA/BIP Project: For this project, you will select a student with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will complete a functional behavioral assessment (FBA) and then use the FBA to develop a behavior intervention plan (BIP), which are briefly described below. Detailed directions for these assignments and grading rubrics will be provided in class and on Blackboard. Please read these directions/rubrics carefully before beginning the assignment. Both assignments will be submitted to the course Blackboard site for instructor scoring. Directions will also be provided for uploading the assignments to the Required Performance-Based Assessment Blackboard category.

A. **Functional Behavioral Assessment (24 points):** To identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. You will use indirect assessment to target routines and problem behavior(s) and will conduct direct assessments of the identified behavior. Using the information gathered, you will hypothesize the function of the student's behavior and make a recommendation for the focus of a BIP.

B. **Behavior Intervention Plan (24 points):** Based on the information you gathered in the FBA and the hypothesis you made about the function of the problem behavior(s), you will develop a BIP. You will identify a desired replacement behavior and behavioral objective, conduct an assessment of the student's reinforcers and activity preferences, identify parsimonious interventions, develop a comprehensive intervention plan, and create a plan to evaluate the impact of the intervention (i.e., data collection system and single subject research design).

> **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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

 If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

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

3. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

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

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

**Other Assignments**

**Comparison of School Discipline/Behavior Plans (10 points)**
For this assignment, you will obtain the discipline plan from a school. Consider the "plan" as the document provided to parents, students, and teachers at the beginning of the school year. Within this document, the school's rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school web site. Avoid accessing the school system's handbook because you will be comparing a school's procedures to the School Wide Positive Behavior Intervention Supports, so a school plan is needed.

Your task is to compare and contrast your selected 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.

### Classroom Management Plan (20 points)

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

## Skill Presentation [Teach us HOW to do something!] (5 points)

Throughout the semester, you will be learning evidence-based practices and techniques (e.g., data collection) that are new for you, or that you know about (knowledge) but you have not yet practiced (skill). Select one knowledge topic (a partial list is below), and sign up to "show us the skill" for that topic during a class session. Because one purpose is to see you teaching a topic, do not plan to use youtube clips! The only reason a youtube clip might be selected is if you were teaching data collection techniques, and data were being collected from behaviors on the youtube!
Select the date and topic wisely so you are sufficiently challenging yourself. More information on the Skill Presentation will be provided during class; rubrics will be on the Bb.

Possible topics and evidence-based practices (EBPs) techniques:
a. Positive reinforcement distinguished from negative reinforcement
b. Differential reinforcement techniques
c. Schedules of reinforcement
d. Data collection techniques
e. Single subject research designs
f. How to evaluate the impact of interventions on the targeted behavior
g. Behavioral objectives
h. Crisis interventions
i. Social skills instruction

*Assignment Summary*

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|---|---|
| Classroom Attendance | 5 points |
| Comparison of School Discipline/Behavior Plans | 10 points |
| Classroom Management Plan | 20 points |
| Skill Presentation | 5 points |
| Functional Behavior Assessment | 30 points |
| Behavior Intervention Plan | 30 points |
| Total Points: | 100 points |

## Course Policies and Expectations

### *Attendance/Participation*

### *Attendance/Participation*

Students are expected to attend **all** classes, arrive on time, remain in class for the duration of each session, demonstrate professional behavior in the classroom, and complete all assignments with professional quality and on time. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student (it is recommended that you have *two colleagues* in the course for this). Please be sure to notify the classmate(s) in sufficient time for them to be of assistance for you.

Please notify the Instructor about absences in advance or within 24 hours after an absence. Be aware **any points earned for participation in class activities, during a time of absence, will not be earned and cannot be made up**.

If you need to miss, for any reason, more than two class sessions, contact the Instructor immediately (within 48 hours) with notification of when your course withdrawal will be completed. If you realize after the first class session that this course's requirements are not a match for you for this semester, process your withdrawal immediately (within 48 hours) and notify the Instructor at the same time.

### *Late Work*

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

## Grading

| Letter Grade | Percentage of Points |
|---|---|
| A+ | 95-100% |
| A | 90-94.9% |
| B+ | 85-89.9% |
| B | 80-84.9% |
| C | 70-79.9% |
| F | < 70% |

**\*Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (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/](https://cehd.gmu.edu/students/polices-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 a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. 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.

| Session | Date | Topic | Readings | Assignments Due |
|---|---|---|---|---|
| 1 | 9/14 | Introduction to behavior management<br>Theoretical models to Explain Challenging Behavior<br>Roots of Applied Behavior Analysis<br>Responsible use of Applied Behavior Analysis<br>Course Overview<br>Skill Presentations | A&T: Ch 1, 2<br>**OR**<br>S&H: Ch 1, 2 | |
| 2 | 9/21 | Universal-Level Supports and Interventions<br>Rules and Procedures<br>Preventing Challenging Behaviors<br>Comparison of School Discipline/Behavior Plans | S&H: Ch 3, 4, 5, 6 | **First step of Comparison of SW-PBIS Plan due** |
| 3 | 9/28 | Crisis Intervention (article)<br>Social Skills Instruction (article)<br><br>Behavioral Objectives<br>Data Collection Techniques | 2 articles to be posted on Bb<br><br>S&H: Ch 7<br>A&T: Ch 3, 4 | **Comparison of SW-PBIS and School Plan due** |
| 4 | 10/05 | Conducting a Functional Behavior Assessment | S&H, Ch 8<br>A&T, Ch 7, 10 | **Classroom Management Plan due** |
| 5 | 10/12 | Conducting a Functional Behavior Assessment Cont. | | |
| 6 | 10/19 | Developing the responsive Behavior Intervention Plan<br><br>Antecedent and Consequence based strategies | A&T Ch. 8, 9,10 (content from previous sessions also applicable) | |
| 7 | 10/26 | Graphing Data<br>Single-Subject Designs | A&T: Ch. 5, 6 | **FBA Due** |
| 8 | 11/02 | Ensuring a cohesive BIP… | | |
| 9 | 11/09 | Maintenance and Generalization<br><br>Self-Management | A&T Ch. 11, 12 | **BIP Due** |
| 10 | 11/16 | Wrap up<br><br>Skill Presentations | | **Skill Presentation Due** |

**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 VIA should be directed to 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/).

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 the 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing 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)**

### FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| **Student Description**<br><br>*CEC/IGC Standard 1 ISCI 1 K11* | ● Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior.<br>● Candidate has limited discussion of educational impact. | ● 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. CEC/IGC Standard 1 *ISCI 1 K11* | ● Candidate discusses the demographic and background information related to the target student inclusive of:<br>○ the educational impact of student's mild to moderate exceptional condition, attitude, interests, values, and behavior issues, and<br>○ the effect these conditions can have on the student's life and learning.<br>● Candidate provides an in-depth profile of the target student. |
| **Overview of Setting Context**<br><br>*CEC/IGC Standard 2*<br><br>*CEC/IGC Standard 2 ISCI 2 K1* | ● 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. | ● Candidate describes the classroom in which the target behavior occurs and examines the impact of the learning environment on behavior management.<br>*CEC/IGC Standard 2 ISCI 2 K1* | ● 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. |

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| | ● **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.** | ● **Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.** *CEC/IGC Standard 2 ISCI 2 S1* | ● **Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.**<br>● **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.** |

| **Indirect Assessment of Behavior (Interview)**<br><br>*CEC/IGC Standards 2 & 4*<br><br>*CEC/IGC Standard 2 ISCI S 4 S 4*<br><br>*CEC/IGC Standard 2 ISCI 2 S6* | ● Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the learner.<br>● The candidate's interview data does not contribute to an understanding of the behavior. | ● Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner.<br>● Explore development and/or modifications of individualized indirect assessment strategies.<br>*CEC/IGC ISCI 4 S 4*<br><br>● Based on the interview, the candidate collects data on:<br>○ context of the behavior (setting events, antecedents, consequences), and<br>○ realistic expectations of the family and/or professionals.<br><br>● Candidate identified ways to collect data on cultural influences that could contribute to an understanding of the behavior (as applicable).<br>● Family and/or professional's input and concerns are documented. | ● Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner. Based on the interview, the candidate collects data on:<br>○ context of the behavior (setting events, antecedents, consequences),<br>○ learner reinforcement preferences, and<br>○ realistic expectations of the family and professionals.<br>● Candidate also collects data on the behavior.<br>● Candidate collects data any cultural influences that could contribute to an understanding of the behavior (as applicable).<br>● Family input and/or professional's input and concerns are documented.<br>● The interview data consistently support the direct assessment of the learner behavior. |

| Direct Assessment of Behavior<br><br>*CEC/IGC Standards 2 & 4*<br><br>*CEC/IGC Standard 4 ISCI 4 S 4*<br><br>*CEC/IGC Standard 2 ISCI 2 S6* | • **Candidate assesses the behavior of the learner using ONLY anecdotal recording.**<br>• **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.** | • **Candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities through anecdotal recording and ABC data collection.**<br>*CEC/IGC Standard 2 ISCI 2 S6*<br>• **Candidates describes the rationale for the development and/or modifications of individualized direct assessment strategies to assess the learners' behavior**<br>*CEC/IGC ISCI 4 S 4* | • **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.**<br>• **The candidate includes additional direct data collection methods to further inform about the behavior and the effects of the exceptional learning needs.** |
|---|---|---|---|
| Operational Definition of Problem Behavior<br><br>*CEC/IGC Standard 4*<br><br>*CEC/IGC Standard 4 IGC4 S1* | • **Candidate identifies the problem behavior but provides an operational definition that does not include either conditions, problem behavior, or criterion.** | • **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.**<br>*CEC/IGC Standard 4 IGC4 S1* | • **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.**<br>• **Candidate provides specific examples of the problem behavior related directly to the target behavior.** |

| Hypothesized Function of Behavior | | | |
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| **Hypothesized Function of Behavior**<br><br>*CEC/IGC Standard 2*<br><br>*CEC/IGC Standard 2, ISCI 2 K 4* | ● **Candidate provides a hypothesis for the function and purpose of the problem behavior that is incorrect or is not substantiated by data.** | ● **Candidate provides an accurate function and purpose of the problem behavior.**<br>● **Candidate provides evidence of having examined at least one of the following in establishing the function and purpose of the behavior:**<br>  o **the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction,**<br>  o **the demands of the learning environment,**<br>  o **levels of active engagement,**<br>  o **ways specific cultures are negatively stereotyped,**<br>  o **teacher attitudes and behaviors that influence behavior of individuals with exceptionalities.**<br>*CEC/IGC Standard 2, ISCI 2 K 4* | ● **Candidate provides an accurate function and purpose of the problem behavior.**<br>● **Candidate provides evidence through examples of having examined multiple areas from below in establishing the function and purpose of the behavior:**<br>  o **the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction,**<br>  o **the demands of the learning environment, levels of active engagement,**<br>  o **ways specific cultures are negatively stereotyped,**<br>  o **teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural variation.** |

# BEHAVIOR INTERVENTION PLAN (BIP)

| | Does Not Meet Expectations 1 | Meets Expectations 2 | Exceeds Expectations 3 |
|---|---|---|---|
| **Expected Outcome or Target Goal** | ● **Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior.** | ● **Candidate provides a statement of the desired replacement or alternative behavior.** | ● **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.** |
| **Reinforcer and Activity Preference Assessment** *CEC Standard 5* *CEC/IGC Standard 5 IGC5 S22* | ● **Candidate provides an incomplete reinforcer and activity preference assessment that does not take the individual learner's needs or the classroom context into consideration.** <br> ● **Candidate provides a** | ● **Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:** <br> o **learner's chronological age (CA),** <br> o **school rules as applicable,** <br> o **peer/friend practices,** <br> o **parent/teacher/friend's** | ● **Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:** <br> o **learner's chronological age (CA),** <br> o **school rules as applicable,** <br> o **peer/friend practices,** <br> o **parent/teacher/friend's** |

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| | description that only partially integrates the reinforcers and preferences into the intervention program. | opinions, and/or<br>○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).<br>● 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<br>*CEC/IGC Standard 5 IGC5 S22* | opinions, and/or<br>○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).<br>● Candidate provides evidence of use of class lecture and readings in determining the reinforcement and activity preferences of the learner.<br>● 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. |
| **Intervention Plan**<br><br>*CEC/IGC Standard 5*<br><br>*CEC/IGC Standard 5 ISCI 5 S3*<br><br>*CEC/IGC Standard 5 ISCI 5 K2* | ● 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 | ● 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 | ● 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. |

| CEC Standard 5 IGC5 S 9 | with mild to moderate exceptional learning needs. | prevention and intervention.<br>***CEC Standard 5 IGC5 S 9***<br>● **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.**<br>● **The candidate provides the steps for teaching appropriate replacement behaviors.**<br>● **The candidate designs a schedule of reinforcement that is in alignment with learner needs.**<br>● **The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.** | ● **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.**<br>● **The candidate provides the steps for teaching appropriate replacement behaviors.**<br>● **The candidate designs a schedule of reinforcement that is in alignment with learner needs.**<br>● **The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.**<br>● **The candidate uses technology to design and /or support their intervention plan.** |
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| **Evaluation and Impact of Intervention Plan**<br>***CEC/IGC Standard 5*** | ● **Candidate includes the data collection chart and the reason** | ● **Candidate provides a data collection plan to measure the behavior specific in the** | ● **Candidate provides a data collection plan to measure the behavior specific in the** |

| CEC/IGC ISCI 5 S 11 | for their choice, but does not provide a plan for reviewing the data.<br>● 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. | 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.<br>● Candidate includes a procedure for data review so that responsive adjustments can be made if the intervention plan is not working.<br>*CEC/IGC Standard 5 ISCI 5 S 11* | behavioral objective; reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working.<br>● Candidate includes a procedure for data review so that changes can be made if the intervention plan is not working.<br>● 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.<br>● 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. |