



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

Spring 2017

EDSE 502 001: Classroom Management and Applied Behavior Analysis

CRN: 10364, 3 – Credits

<b>Instructor:</b> Dr. Kristen O'Brien	<b>Meeting Dates:</b> 01/23/17 – 05/17/17
<b>Phone:</b> 703-993-3917 (Office phone)	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> kmerril2@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, KH-14
<b>Office Location:</b> Finley 208-B	<b>Other Phone:</b> N/A

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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.

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**Course Description**

Explores how to identify, record, evaluate, and change 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.

Schedule Type: LEC

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

## **Advising Tip**

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

## **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 teacher candidates/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 teacher candidates/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 teacher candidates/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).

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include 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. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. 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 teacher candidates/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 teacher candidates/students with disabilities.

### **Required Textbooks**

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

Scheuermann, B. K., & Hall, J. A. (2016). *Positive behavioral supports for the classroom* (3rd ed.). Upper Saddle River, NJ: Pearson.

### **Recommended Textbooks**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

### **Required Resources**

Students will need computer access to Blackboard and GMU's online library to complete course assignments.

### **Additional Readings**

Additional readings will be posted on Blackboard.

### **Field Experience**

There is a required field experience with this course. Components of specific assignments require field experiences. You will receive an email when the semester begins with an online placement request form. Please complete this request form immediately (within one week). A description of the field experience follows; as the course evolves, the instructor will provide more information about what occurs during the field experience.

"The *field experience* assignment consists of a GMU candidate observing a school setting/classroom or community setting (e.g., home, job site, group homes, day care), preferably inclusive of students with disabilities. The purposes of the observations are to describe the setting and observe a student's mild behavior of concern (such as off-task behavior) in the context in which the behavior occurs. After conducting a structured interview with a student's teacher, the Mason candidate observes the student across multiple sessions (range is 4-8 sessions across multiple days; observation length varies) to determine patterns for the mild behavior of concern."

### **Course Performance Evaluation**

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

### **Tk20 Performance-Based Assessment Submission Requirement**

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

For EDSE 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Failure to submit the assignment to Tk20 will result in reporting the course grade as

Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the “IN” can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

## Assignments

### **Performance-based Assessment (Tk20 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 (i.e., Tk20).

- A. **Functional Behavioral Assessment (40 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 and data gathered, you will hypothesize the function of the student’s behavior.
- B. **Behavior Intervention Plan (45 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, develop a comprehensive intervention plan (including antecedent strategies, teaching procedures for the replacement behavior, and consequence strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior), and create a plan to evaluate the impact of the intervention (i.e., data collection system and single subject research design).

Note: For the FBA & BIP project, students are required to place each assignment in a specific area of the Blackboard site (i.e., Tk20 submission) prior to receiving a grade in this course. Students will not receive a final grade in this course until all requirements have been met for uploading these assignments appropriately. More directions about when and where to submit the two assignments will be provided during the course.

## **College Wide Common Assessment (Tk20 submission required)**

N/A

## **Performance-based Common Assignments (No Tk20 submission required.)**

- C. Comparison of School Wide Discipline Plan (15 points):** Each group member will obtain the discipline plan from a school. Consider the “plan” as the document provided to parents, students, and teachers at the beginning of the school year. Within this document, the school’s rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school website. \*Note: Avoid accessing the school system’s handbook. Because you will be comparing a school’s procedures to the Schoolwide Positive Behavior Interventions and Supports (SW-PBIS), a school plan is needed.

Groups will be formed by the Instructor. Before the designated class session, you will independently compare/contrast your school’s plans to the SW-PBIS model. During the designated class session, you will share your findings with your assigned group and identify commonalities among the group members’ major findings. A spokesperson for each group will briefly report the commonalities to the class. A grading rubric will be posted on Blackboard; please read this rubric *prior to the assignment*.

- D. Classroom Management Plan (40 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. For this assignment, you will report on your own classroom management features or observe a classroom that includes students with mild-moderate exceptional needs (i.e., must be a classroom where students with disabilities are educated) if you are not currently teaching in a school setting. You will complete assessments (provided by the instructor) of classroom management features and use those results to develop your plan. Your classroom management plan will include a description and analysis of the current classroom arrangement, a summary of the daily/session schedule, and a description and analysis of what the teacher currently uses for behavior management. You will also provide substantive improvements for identified areas of need and describe your emerging philosophy of classroom management. Throughout the classroom management plan, you will make connections to the data from your completed self-assessment, textbook content, recent research articles, and CEC’s Professional Ethical Principles. Detailed directions and a grading rubric for this assignment will be posted on Blackboard. Please review the directions/rubric carefully *before*

beginning the assignment.

## **Other Assignments**

- E. Evidence-Based Practice (EBP) Presentation (15 points):** For this assignment, each student will present an EBP, such as behavior specific praise, group contingencies, token economy, or differential reinforcement, to the class. You will select a behavior strategy or topic, which must be approved ahead of time by the instructor (no later than March 1). You will provide a summary of the EBP and include the following information: definition/description, procedural steps, and strategies to differentiate the practice. You will also create a brief, user friendly handout of the EBP that includes the definition, steps, and ways to differentiate. You will sign up to present your EBP to the class, as if presenting the information at a faculty meeting. You will have 5 minutes to make your presentation and 2 minutes to answer questions. After your handout has been reviewed by the instructor, it will be shared on Blackboard as a resource for the class. Presentations will occur during class on Weeks 9-13. An assignment description and grading rubric will be discussed in class and posted on Blackboard.
- F. FBA/BIP Presentation (10 points):** On the last class session, each student will give a brief presentation of the key components of their FBA/BIP project as if speaking to an IEP team. More detailed directions and a grading rubric will be provided and posted on Blackboard. Please read these directions/rubrics carefully *before* beginning the assignment.
- G. Professionalism (35 points):** Students earn Professionalism points during each class session (up to 2.5 points/session; maximum total of 35 points). These points consist of the following expectations:
1. Attendance: Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. Refer to the Attendance Policy below for detailed expectations.
  2. Preparation: Students are expected to read all assigned readings prior to class. Students should be prepared to apply knowledge from readings to in-class discussions and activities. Additionally, various in-class activities throughout the semester will require students to bring drafts of upcoming assignments and/or prepared materials.
  3. Participation & Professional Behavior: Throughout all classes, students are expected to demonstrate professional and ethical behavior in the classroom, and complete all assignments (including those completed in class, out of class, or on Blackboard) with professional quality, integrity, and in a timely manner. Students will be expected to actively participate in in-class discussions and activities.

Please note that only students in class will be able to earn Professionalism points. Points missed due to absences during class activities cannot be made up.

## Course Policies and Expectations

### Attendance/Participation

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).

Students earn attendance and participation points each class (see Professionalism in the Assignments section above); these points can only be earned if the student is in attendance and completes the in-class activities. Please notify me *in advance* by email or phone if you will not be able to attend class. When absence from class is unavoidable, it is the student's responsibility to make arrangements to obtain notes, handouts, and/or lecture details from another class member prior to the class meeting that follows the absence.

Students must follow the university policy that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. The use of electronic devices that produce sound or interfere with the learning of others (e.g., cell phones) is prohibited during class. Please turn these devices off or to silent mode before the start of class. Do not read or send texts during class time. Computers may be used to take notes during class, but they may not be used for internet exploration, to send or receive emails, or other non-class activities during class time. Please be *fully* present in class 😊

### Late Work

To successfully complete this course, students need to adhere to all due dates for readings and assignments. For every 24-hour period that an assignment is late, a 10% point deduction will occur.

## Grading Scale

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

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. You can use the following self-monitoring chart to track your performance throughout the semester.

## EDSE 502 Self-Monitoring Course Performance

*Use this self-monitoring tool to track your performance throughout the semester*

Assignment	Points Earned by Student	Total Points Possible
A. FBA		40
B. BIP		45
C. Comparison of School Wide Discipline Plan		15
D. Classroom Management Plan		40
E. EBP Presentation		15
F. FBA/BIP Presentation		10
G. Professionalism		35
<b>Total</b>	<b>Total points earned</b> _____	<b>200</b>
	_____ / <b>200</b> = _____ % <small>Total points earned / Total points possible = Grade</small>	

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Note: The George Mason University Honor Code will be strictly enforced. 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 or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

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### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### Campus Resources

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

## Class Schedule

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

Week	Date	Topic	Readings	Assignments Due
1	1/25	- Introductions - Course overview & syllabus review - Theoretical Models to Explain Challenging Behavior - Roots of ABA	- S&H: Ch. 1 & 2 - A&T: Ch. 1	- Online Field Experience Request Form
2	2/1	- Universal supports & interventions - Rules & procedures	- S&H: Ch. 3 & 4	
3	2/8	- Preventing challenging behaviors - Classroom management strategies	- S&H: Ch. 5 & 6	- Locate school's discipline plan
4	2/15	- Comparison of school discipline plans - Social Skills Instruction - Crisis Intervention (Guest speaker)	- S&H: Ch. 9 - Blackboard: Crisis intervention readings - Bring a copy of your school discipline plan	- Comparison of School Discipline Plans Due (in class)
5	2/22	- Behavioral Objectives - Data collection techniques	- S&H: Ch. 7 - A&T: Ch. 3 & 4	
6	3/1	- Review & Synthesize: Pulling it all together - Preview of FBA		- EBP Presentation sign-up & approval due
7	3/8	- FBA	- S&H: Ch. 8 - A&T: Ch. 7	- <b>Classroom Management Plan Due</b>
8	3/15	GMU Spring Break! No Class		
9	3/22	- FBA	- Blackboard readings	- EBP Presentations
10	3/29	- Peer review of FBA draft - Developing the BIP - Antecedent strategies - Teaching strategies	- A&T: Ch. 10	- Bring FBA Draft - EBP Presentations

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
11	4/5	- Consequence strategies	- A&T: Ch. 8 & 9	- <b>FBA Due</b> - EBP Presentations
12	4/12	- Graphing data - Single-subject designs - Fidelity	- A&T: Ch. 5 & 6	- EBP Presentations
13	4/19	- Ensuring a cohesive BIP	- Blackboard readings	- EBP Presentations
14	4/26	- Maintenance and generalization - Self-management - Peer review of BIP draft	- A&T Ch. 11 & 12	- Bring BIP Draft
15	5/3	- FBA/BIP Presentations		- <b>BIP Due</b> - <b>FBA/BIP Presentations</b>

### **Assessment Rubric(s)**

For EDSE 502, the required Performance-Based Assessment (PBA) is the FBA and BIP assignments. The following PBA rubric will be used to evaluate the FBA and BIP assignments submitted to Tk20, but will *not* be used to calculate your course grade. Please note that the instructor-created rubrics used to grade the FBA and BIP assignments for your course grade will be provided in class and on Blackboard.

FBA/BIP

	<b>Does Not Meet Expectations</b> <b>1</b>	<b>Meets Expectations</b> <b>2</b>	<b>Exceeds Expectations</b> <b>3</b>
<b>FUNCTIONAL BEHAVIOR ASSESSMENT</b>			
<p><b>Student Description</b></p> <p><i>CEC/IGC Standard 1 ISCI 1 K11</i></p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences.</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>
<b>Overview of Setting Context</b>	<ul style="list-style-type: none"> <li>• Candidate provides a description of the classroom in which the target behavior occurs but does not examine</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</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</li> </ul>

<p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 K1</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners.</p>	<p>the impact of the learning environment on behavior management.</p> <ul style="list-style-type: none"> <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>	<p>environment on behavior management.</p> <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 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.</li> </ul> <p><i>CEC/IGC Standard 2 ISCI 2 S1</i></p>	<p>environment on behavior management for the target student, peers, and adults.</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 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.</li> <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>
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<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 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidate uses multiple methods of assessment and data sources in making educational decisions.</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><b>Direct Assessment of Behavior</b></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</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</li> </ul>	<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</li> </ul>

<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> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<p>procedures based on the unique abilities and needs of the learner with mild to moderate exceptional learning needs.</p>	<p>exceptionalities through anecdotal recording and ABC data collection.</p> <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>	<p>moderate exceptional learning needs through anecdotal recording AND two other forms, including ABC Data collection, scatterplots, or other forms discussed in class.</p> <ul style="list-style-type: none"> <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><b>Operational Definition of Problem Behavior</b></p> <p><i>CEC/IGC Standard 4</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>	<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</li> </ul>

<p><i>CEC/IGC Standard 4 IGCA S1</i></p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>		<p><i>CEC/IGC Standard 4 IGCA S1</i></p>	<p>examples of the problem behavior related directly to the target behavior.</p>
<p><b>Hypothesized Function of Behavior</b></p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</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: <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> </li> </ul> <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></p>	<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: <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> </li> </ul>

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<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.</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>
<b>Reinforcer and Activity Preference Assessment</b>  <i>CEC Standard 5</i>  <i>CEC/IGC Standard 5 IGC5 S22</i>  Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	<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 who have weight concerns or who have</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 who have weight concerns or who have diabetes).</li> </ul> </li> <li>• Candidate provides evidence of use of class lecture and readings in</li> </ul>

		<p>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>determining the reinforcement and activity preferences of the learner.</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><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> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</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.</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 schedule of reinforcement that</li> </ul> <p><i>CEC Standard 5 IGC5 S 9</i></p>	<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 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>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> </ul>	<ul style="list-style-type: none"> <li>• The candidate uses technology to design and /or support their intervention plan.</li> </ul>
<p><b>Evaluation and Impact of Intervention Plan</b> <i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC ISCI 5 S 11</i></p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</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 order to help integrate individuals with mild to moderate exceptional learning needs.</li> </ul>
<p><b>Evaluation and Impact of Intervention Plan</b></p>	<ul style="list-style-type: none"> <li>• Candidate includes the data collection chart and the reason for their choice, but</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a data collection plan to measure the behavior specific in the</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate provides a data collection plan to measure the behavior specific in the behavioral objective;</li> </ul>

<p><i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC ISCI 5 S 11</i></p> <p>Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>does not provide a plan for reviewing the data.</p> <ul style="list-style-type: none"> <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>	<p>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.</p> <ul style="list-style-type: none"> <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>	<p>reason given for choice of data collection chart and how the candidate will evaluate whether or not the intervention plan is working.</p> <ul style="list-style-type: none"> <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 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.</li> </ul>
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