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

Spring 2017
EDSE 502 637: Classroom Management and Applied Behavior Analysis
CRN: 21090, 3 – Credits

Instructor: Dr. Kristy Park	**Meeting Dates**: 03/14/17 – 05/16/17
Phone: (703) 993-5251	**Meeting Day(s)**: Tuesday
E-Mail: kparkc@gmu.edu	**Meeting Time(s)**:5:00 pm – 9:00 pm
Office Hours: By Appointment (schedule at least 24 hours in advance)	**Meeting Location**: Fairfax HS/room D114
Office Location: Finley 100	**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.

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 (9th ed.). Upper Saddle River, NJ: Pearson.

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

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

Required Resources
Additional resources (e.g., webinars, review of research-based websites such as for PBIS materials), some of which will be required for assignments' completion, will be posted on Blackboard.

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)
Students are required to place each of these in a specific area of the Blackboard site prior to receiving a grade in this course. For the FBA and BIP project, select a learner 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). Students will not

receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Tk20 site through Blackboard.

1. Functional Behavioral Assessment (22 points) (CAEP assignment: Required)
In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior and conduct a functional behavior assessment by using indirect and direct assessment procedures to determine patterns in the occurrence and nonoccurrence of problematic behavior. Once data is collected, you will triangulate the data to summarize FBA results and hypothesize the function of the problem behavior.

More detailed information about this assignment will be given in class and is posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment. Submit to the course Bb site for instructor scoring.
Follow directions provided during class for when this assignment should be uploaded to the corresponding Required Performance-Based Assessment Blackboard category.

*Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Blackboard site.

2. Behavior Intervention Plan (BIP) (28 points) (CAEP assignment: Required)
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 Behavior Intervention Plan. You will use the FBA information collected to develop a behavior intervention plan (BIP) to make the problem behavior irrelevant, ineffective, and inefficient. Develop antecedent strategies, teaching procedures for the replacement behavior, and consequences strategies to reinforce the replacement behavior and decrease occurrence of the problem behavior.

*Students will not receive a final grade in the course until all requirements have been met for uploading these assignments to the designated Blackboard site.

College Wide Common Assessment (Tk20 submission required)

Functional behavioral assessment – See description above
Behavior Intervention plan - See description above

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

3. Classroom Management Plan
The purpose of this project is 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 includes 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 an   inclusive classroom if you are not currently teaching in a school

setting. You should produce a paper that is 4-6 pages in length (not including title or reference pages), double-spaced, and in 12-point Times New Roman font. It must include at least 2 different references, a title page, and a reference page. Use APA, 6th edition formatting.

1. Provide a detailed drawing of the classroom environment and rationale for this particular arrangement. If you are able to observe in the classroom, indicate frequency and types of problem behavior by location.

2. Provide a daily schedule with percentages of allocated time for learning and strategies to increase academic engagement time.

3. Complete a self-assessment (provided by instructor) of classroom management features. Using assessment results, complete an action plan that reflects a predictable classroom structure, use of evidence-based practices, and continuum of strategies to respond to behaviors.

4. Provide a description of behavior management techniques/system used and rationale for these choices. Include hierarchy of consequences for appropriate behaviors as well as problematic behaviors.

5. State your emerging philosophy of classroom management based on theories of behavior.

Other Assignments

4. PBIS Team Project: School-wide Rules Matrix
Working as a PBS team, groups will be assigned to a school profile to complete a rules matrix. Given the culture of the school, the PBS team will define expectations across routines and settings and reflect on the multicultural and contextual values of the group.

5. Class attendance and participation
Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. During class time, there will be participation activities (e.g. case analysis, reflection activities, small group activities, etc.) and completion of these activities are worth 1 point per week. Only students in class will be able to earn participation points, which cannot be made up.

6. Behavior Change Tactics Presentation
You will present an evidence-based practice (EBP) such as behavior specific praise, precision commands, group contingencies, token economy, and differential reinforcement to the class using multimedia tools (i.e., power point). Provide a summary of the EBP and include the following information: definition, procedural steps, and strategies to differentiate the practice.

Course Requirements and Evaluation		Due Date
Class Participation and Activities	10 points	Week 1-10
PBS Team Project: Rules matrix	10 points	Week 3
Classroom Management Plan	15 points	Week 5
Functional Behavior Assessment (**GMU Online Assessment System – TK20)**	27 points	Week 7
Behavior Support Plan (**GMU Online Assessment**	28 points	Week 9

System – TK20)		
Behavior change tactic presentation	10 points	Week 9
Total	100 points	

Course Policies and Expectations

Attendance/Participation

Students are expected to attend all classes, arrive on time, and remain in class for the duration of each session. During class students are expected to demonstrate professional behavior in the classroom. Participation points can only be earned if the student is in attendance and completes the class activity. One class absence may result in an additional activity related to the importance of professionalism. Multiple unexcused absences may result in no credit for this course**.**

Late Work

Assignments are due at the start of class on the date indicated on the syllabus. 10% of the available points for the assignment will be deducted each week for late submissions. After two weeks from the due date, assignments will not be accepted. The point deductions will be made after the grading is complete.

Grading Scale

95-100% = A   92-94% = A-
89-91% = B+   85-88% = B
80-83% = B-   70-79% = C
<69% = F

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/).

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 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.

Date	Course Topics	Readings Due Before Class	Assignments Due *Italics=class participation activity* **BOLDED = Graded assignment**
Week 1 3/14/17	- Review course requirements - Principles of ABA; Foundations of Behavior Management; Theoretical Models to Explain Challenging Behavior	- Course Syllabus on Blackboard	**End of Class:** - *Evaluating theories document* - behavior change tactic sign up
Week 2 3/21/17	-ABA Characteristics - Operant behavior and the principles of ABA - Universal-level supports and interventions; Equity	Baer, Wolf, & Risley (1968) Schuermann (S) Chapters. 1, 2, 3, 4 Alberto (A) Ch. 1	**Beginning of Class:** -*ABA article review* **End of Class:** - complete team profile
Week 3 3/28/17	- Prevention through School-wide Positive Behavior support - Systems change, phases of implementation	Schuermann (S) Chapters. 5,6,7	**Beginning of Class:** - None **End of Class:** -- **Team project 1: Rules matrix due**
Week 4 4/4/17	Essential features of classroom management	-Schuermann (S) Ch.4 -Alberto (A) Ch. 4	**Beginning of Class:** - *drawing of classroom layout* **End of Class:**

			-*Classroom management work packet*
4/11/17	**Spring Break**		
Week 5 4/18/17	Overview Functional Behavior Assessments Academic Monitoring - Data Collection Procedures	-Schuermann (S) Ch.3	**Beginning of Class:** - **Classroom Management Plan Due** **End of Class:** - *one direct observation measurement tool*
Week 6 4/25/17	Linking FBA to Behavior support plans Developing a hypothesis for behavior change;	Alberto (A) Ch. 7 Park (2007)	**Beginning of Class:** - none **End of Class:** - *Pre/post test*
Week 7 5/2/17	Differential reinforcement/Effective instruction Behavior support planning Fidelity of implementation	Alberto (A) Ch. 8, 9, 10	**Beginning of Class:** - ***Functional Behavior Assessment due*** **End of Class:** - *Competing pathways*
Week 8 5/9/17	- Arranging consequences to increase and decrease behavior -Single Subject Research Designs	Schuermann (S) Chapters. 9 Alberto (A) Ch. 12	-**Beginning of Class:** - None **End of Class:** - None
Week 9 5/16/17	Description, procedures, and ways to differentiate evidence-based practices	Behavior Change Tactic Presentation	**Beginning of Class:** - **Behavior Support Plan due** - **Behavior change tactic presentation** **End of Class:** -- Course evaluations

Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASESSMENT			
Student Description CEC/IGC Standards 2, 3	Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior. Candidate's limited discussion of educational impact does not justify a need for behavior change.	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, and the effect these conditions can have on the student's life and learning.	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, and the effect these conditions can have on the student's life and learning. Candidate clearly documents the context of the student behavior and provides a direct justification for the need for behavior change.
Overview of Setting Context CEC/IGC Standard 5	Candidate provides a description of the classroom setting in which the target behavior occurs but does not examine the impact of the learning environment on behavior management.	Candidate describes the classroom setting in which target behavior occurs and examines the impact of the learning environment on behavior management. Candidate evaluates the environmental context in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversities are valued, and assesses the physical environment's adaptations.	Candidate analyzes setting context in relation to basic classroom management theories and strategies for learners with mild to moderate exceptional learning needs. Candidate evaluates the environmental context focused on how well the teacher has created a safe, equitable, positive learning environment in which diversities are valued, and assesses the physical environment's adaptations to determine whether or not optimal learning opportunities are being provided.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Indirect Assessment of Behavior (Interview) CEC/IGC Standards 2, 3, 10	Candidate collaborates with and interviews family and professionals who have knowledge of the learner. Based on the interview, the candidate collects data on context of the behavior (setting events, antecedents, consequences) as well as learner reinforcement preferences, and realistic expectations of the family and professionals. However, the candidate's interview data does not show any relationship to the direct assessment of the learner behavior.	Candidate collaborates with and interviews family and professionals who have knowledge of the learner. Based on the interview, the candidate collects data on context of the behavior (setting events, antecedents, consequences) as well as learner reinforcement preferences, and realistic expectations of the family and professionals. Candidate also collects data on the perceived impact of the mild to moderate exceptionality on the behavior as well as any cultural influences that could contribute to an understanding of the behavior. Family input and concerns are documented.	Candidate collaborates with and interviews family and professionals who have knowledge of the learner. Based on the interview, the candidate collects data on context of the behavior (setting events, antecedents, consequences) as well as learner reinforcement preferences, and realistic expectations of the family and professionals. Candidate also collects data on the perceived impact of the mild to moderate exceptionality on the behavior as well as any cultural influences that could contribute to an understanding of the behavior. Family input and concerns are documented. The interview data consistently support the direct assessment of the learner behavior.
Direct Assessment of Behavior CEC/IGC Standards 8	Candidate assesses the behavior of the learner using anecdotal recording. However, 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 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 another data collection procedure (ABC Data collection, scatterplots, or other forms discussed in class).	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 other various data collection procedures (ABC Data collection, scatterplots, or other forms discussed in class). As needed, the candidate appropriately selects, adapts, and modifies data collection procedures to accommodate the unique abilities and needs of the learner with

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			mild to moderate exceptional learning needs.
Operational Definition of Problem Behavior CEC/IGC Standards 2, 3	Candidate provides an incomplete operational definition of the problem behavior or provides incomplete responses for the Dead Man's Test and the Fair Pair Test. These responses do not take the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration.	Candidate identifies and provides a clear operational definition of the problem behavior and provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration.	Candidate identifies and provides a clear operational definition of the problem behavior and provides responses for the Dead Man's Test and the Fair Pair Test. This operational definition takes the effect of the student's exceptionality, values, beliefs, and cultural traditions on their behavior into consideration. Candidate also considers how the student's exceptional condition interacts with the domains of human development and uses this knowledge to respond to the varying abilities and behaviors of the individual with mild to moderate exceptional learning needs.
Hypothesized Function of Behavior CEC/IGC Standards 3, 5, 8	Candidate did not appear to examine the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands of the learning environment, levels of active engagement, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs. Consequently, the hypothesis for the function and purpose of behavior is incorrect or is not substantiated by data.	Candidate examines the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands of the learning environment, levels of active engagement, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.	Candidate examines and utilizes the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands of the learning environment, levels of active engagement, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural variation from all data sources to establish an accurate function and purpose of behavior (i.e., escape, accessing

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
			tangibles, attention, sensory).

BEHAVIOR INTERVENTION PLAN			
Expected Outcome or Target Goal CEC/IGC Standards 2, 3	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/IGC Standards 5, 8	Candidate provides an incomplete reinforcer and activity preference assessment which does not take the individual learner's needs or the classroom context into consideration. Candidate provides a plan which only partially integrates the reinforcers and preferences into the intervention program.	Using interview data, the candidate assesses the reinforcer and activity preferences of the learner with mild to moderate exceptionalities. Variables such as the learner's chronological age (CA), school rules as applicable, peer/friend practices, parent/teacher/friend's opinions, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes) are considered. Candidate then uses the assessment information to design a reinforcer/preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs.	Using class lecture/readings and interview data, the candidate assesses the reinforcer and activity preferences of the learner with mild to moderate exceptionalities. Variables such as the learner's chronological age (CA), school rules as applicable, peer/friend practices, parent/teacher/friend's opinions, and/or medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes) are considered. Candidate then uses the assessment information to design a reinforcer and activity preference plan that will be integrated into the intervention plan for the learner with mild to

			moderate exceptional learning needs.
Intervention Plan CEC/IGC Standards 4, 7	Candidate designs and implements a behavior intervention plan which 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.	Candidate designs and implements a comprehensive behavior intervention plan. Within the plan, the candidate implements core non-aversive behavior support methods relating to target behavior prevention and intervention. Specifically, the candidate selects and utilizes evidence-based intervention strategies that are least intrusive and result in appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs. However, it is not clear that the candidate consistently provided a rationale for the intervention strategies used or modeled the steps of the intervention. The candidate designs and implements reinforcements and schedules for reinforcement that are in alignment with learner needs.	Candidate designs and implements a comprehensive behavior intervention plan. Within the plan, the candidate implements core non-aversive behavior support methods relating to target behavior prevention and intervention. Specifically, the candidate provides a rationale for selecting and utilizing the identified evidence-based intervention strategies that are least intrusive and model the steps for appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs. The candidate designs and implements reinforcements and schedules for reinforcement that are in alignment with learner needs. The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.
Evaluation and Impact of Intervention Plan CEC/IGC Standards 5,7, 9	Candidate attempts to evaluate the efficacy of the intervention plan (selection and use of specialized instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.), but the evaluation is grounded in opinion not learner data. Candidate reflects on the	Candidate evaluates the efficacy of the intervention plan (selection and use of specialized instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.), but the evaluation does not consistently reflect learner data. Candidate uses learner data to reflect on the FBA/BIP process, including anomalies, limitations, a variety of techniques used, integration of appropriate adaptations and	Candidate uses learner data to evaluate the efficacy of the assessment and intervention plan (selection and use of specialized assessment and instructional strategies appropriate to the abilities and needs of the individual, effectiveness of intervention plan to enhance social participation across environments, etc.).

	FBA/BIP process, including anomalies, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth, but the reflection is lacking alignment with learner data.	technology in order to improve instruction and guide professional growth.	Candidate uses learner data to reflect on the FBA/BIP process, including anomalies, limitations, variety of techniques used, integration of appropriate adaptations and technology in order to improve instruction and guide professional growth. This direct motivational and instructional intervention includes resources to the candidate's colleagues through guidance and direction for paraeducators and general education colleagues in order to help integrate individuals with mild to moderate exceptional learning needs.
Alignment with CEC Standard	Candidate fails to discuss, orally or in writing, the connection between the content of this assignment and CEC Standards 2, 3, 5, 7, 8, 9, and 10.	Candidate discusses, orally or in writing, the connection between the content of this assignment and CEC Standards 2, 3, 5, 7, 8, 9, and 10.	Candidate discusses, orally or in writing, in an extensive and thoughtful manner, the connection between the content of this assignment and CEC Standards 2, 3, 5, 7, 8, 9, and 10.