



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

Summer 2018  
EDSE 532 633: Positive Behavior Supports  
CRN: 43044, 3 – Credits

<b>Instructor:</b> Dr. Ann Finan	<b>Meeting Dates:</b> 5/22/2018 – 7/24/2018
<b>Phone:</b> 703-989-9759	<b>Meeting Day(s):</b> Tuesday
<b>E-Mail:</b> afinan@gmu.edu	<b>Meeting Time(s):</b> 5 pm – 9:30 pm
<b>Office Hours:</b> Before and after class By appointment	<b>Meeting Location:</b> Off Campus
<b>Office Location:</b> Classroom	<b>Other Phone:</b> 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 employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures. Offered by Graduate School of Education. May not be repeated for credit.

**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. Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment.
2. Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice.
3. Identify the origin and function of behavior.
4. Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
5. Develop positive support plans to enhance changes in students' academic/social/affective behavior.
6. Develop schedules and routines in educational environments to enhance students' appropriate behaviors.
7. Demonstrate ability to apply behavioral research.
8. Demonstrate ability to provide positive behavioral supports to students in educational environments.

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

This course is part of The Virginia Consortium for Teacher Preparation in Special Education Adapted Curriculum, a grant from the Virginia Department of Education that includes George Mason University, Virginia Commonwealth University, Radford University, Norfolk State University, Old Dominion University, and James Madison University. Through the completion of the Adapted Curriculum Consortium program, students are eligible for teacher licensure in the Commonwealth of Virginia in the area of Special Education – Adapted 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, 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).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for

beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

### **Required Textbooks**

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

### **Recommended Textbooks**

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

### **Additional Readings**

**Additional readings will be posted on Black Board**

### **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 532*, 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 and/or Examinations**

#### **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. More directions about when to submit the two assignments will be provided in class.

For this project, students will complete a Functional Behavior Assessment (FBA) and a Behavior Intervention Plan (BIP). Students will identify a learner with severe, exceptional learning needs. You will complete the FBA then use the information gathered from the FBA to develop a BIP.

**Functional Behavior Assessment** (CAEP assignment: Required PBA): In an effort to identify the function of challenging behavior(s) of a particular student, you will need to gather the information about the student and his/her 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. The assignment will be submitted to the course Blackboard site and uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

**Behavior Intervention Plan** (CAEP assignment: Required PBA): Based on the information gathered in the FBA and the hypothesis you made about the function of the behavior(s), you will develop a Behavior Intervention Plan. More information about this assignment will be given in class and posted on Blackboard. A grading rubric can be found on Blackboard and should be carefully reviewed before beginning the assignment. The assignment will be submitted to the course Blackboard site and uploaded to the corresponding Required Performance-Based Assessment Blackboard category for Tk20.

**College Wide Common Assessment (TK20 submission required)**

Functional Behavior Assessment and Behavior Intervention Plans (see above description).

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

N/A

**Other Assignments**

Refer to chart in this section for a summary of all course assignment including brief assignment descriptions, due dates and point values. Additional assignment information and rubrics will be posted on Blackboard and/or provided in class.

Assignment	Brief Description	Points	% of Grade	Due Date
Functional Behavior Assessment	Student description -Overview of Setting/Context -Assessment of behavior (indirect & direct) -Definition of behavior -Hypothesis -Target goal -Reinforcer assessment	50 points	25%	Week 8 (July 10)
Behavior Intervention Plan	-Intervention plan -Evaluation -Reflection	50 points	25%	Week 8 (July 10)

Evidence-based practice review	- Identify four sources documenting evidence-based practices (at least one of which is a peer-reviewed research) - Complete analysis review forms	10 per review  40 points	20%	May 29 June 5 June 12 June 19
In class case study	-Class will review a video of a student and develop prevention, response, crisis, and generalization, maintenance, and fading strategies for case study	10 points	5%	July 17
FBA/BIP Presentation	-Review FBA/and BIP - Describe lessons learned/next steps	20 points	10%	July 24
Attendance	Students are expected to attend all classes. If there are extenuating circumstance, students should notify the professor 24 hours in advance.	(3 points per class)  27 points		
Questionnaire	Exit survey	3 points  Total 30 points	15% total	July 17
TOTAL Points		200	100%	

### Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

- 1. 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 form, regardless of whether you need assistance in locating a field experience placement or not. 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 arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). 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.

- 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 will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for 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](mailto: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.

## **Course Policies and Expectations**

### **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 an absence is unavoidable, it is the student's responsibility to obtain notes, handouts, and lecture details from another student. Students must notify the Instructor in writing of the absence in advance or within 24 hours after an absence. Be aware any points earned for participation in class activities, during the time of the absence, will not be earned and cannot be made up. Please refer to university policies and procedures if you find that you want to withdraw from the course or petition for a temporary "incomplete" grade. Students cannot effectively and efficiently participate in class when engaged with or distracted by technology. Students must turn off all sound emitting devices during class unless otherwise authorized by the instructor. 1. The use of devices that produce sound or otherwise interfere with

the learning of others are prohibited during class. Please turn devices off or to vibrate before the start of class. 2. Do not read or send texts during class time. Doing so is distracting to others and the instructor. 3. 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 4. Screens on laptops and other devices must be in full view of the instructor at all times. 5. Please respect the limited instruction time we have together and do not impede the quality or quantity of that 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 example, for every 24-hour period that an assignment is late, a 10% point deduction per day will occur.

### **Grading Scale**

**Students are expected to complete all assignments and consistent with university policy, will be graded according to the following scale:**

Grade	Percentage
A	90-100%
B+	88-89.99%
B	80-87.99%
C	70-79.99%
F	69.99% & below

\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### **Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>. 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, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the

mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.



## Class Schedule

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

Date	Topics	Readings covered
Week 1 May 22	-Course overview and syllabus -PBS continuum and history -Laws	Chapter 1, 2
Week 2 May 29	-Functional Behavior Assessment -Evidence-vs. Research-based interventions	Chapters 3, 4, 5 Evidence Based review 1
Week 3 June 5	-Behavior Intervention Plan -Family involvement	Chapter 9 Evidence Based review 2
Week 4 June 12	-Setting/antecedent strategies -Data collection: Event	Chapter 7, 10 Evidence Based review 3
Week 5 June 19	- Teaching strategies - Data Collection: Interval - Crisis Plan	Chapter 11, Evidence Based review 4
Week 6 June 26	- <b>Consequence strategies</b> - <b>Data collection: Duration</b>	Chapter 12
Week 7 July 3	NO CLASS	
Week 8 July 10	- <b>Crisis strategies</b> - <b>Data Collection: Frequency</b> - <b>Face to Face with Author Dr. Laura Riffel</b>	Chapter 6 Functional Behavior Assessment Behavior Intervention Plan DUE
Week 9 July 17	-Consequence strategies - Data collection: - <b>Generalization</b> - <b>Fading</b> - <b>Maintenance</b> - <b>Data-based decisions</b>	Chapter 8, 13 14 In class case study
Week 10 July 24	Presentations	Presentations 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: <http://cehd.gmu.edu/values/>

## GMU Policies and Resources for Students

### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).

- 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 silence all sound emitting devices 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

## Appendix

### Assessment Description and Rubric(s)

#### Functional Behavior Assessment

1. Student Description:
  - a. Collect demographic and background information significant to your student's behavior issue(s).
    - i. Describe areas of typical and atypical development including diagnoses and etiology.
    - ii. Describe student characteristics with respect to social, emotional, cultural and psychological domains.
      1. Describe levels of support related to the student.
    - iii. Describe student's physical and sensory functioning. Include pertinent medical information such as current medications and use of specialized medical equipment or procedures.
    - iv. Describe similarities and differences between your student and his peers.
    - v. Discuss the educational impact of your student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life.
2. Overview of Setting/Context:
  - a. Describe the setting in which the target behavior occurs. Examine all aspects of the learning environment, which would impact behavior management including:
    - i. Physical layout of learning environment
    - ii. Design and management of daily routines, including schedule and classroom rules
    - iii. Peer interactions
    - iv. Demands of the learning environment
    - v. Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs (if applicable).
3. Indirect Assessment of Behavior (Parent or Teacher Interview): Identify a teacher, parent, or other person who knows the selected student well and has daily contact. Your goal is to gather as much information as possible about the following topics in a nonbiased manner (don't let the student's behavior affect your perception of the situation). If you are able to access a family member to interview, be sure to take the opportunity so that you can learn more about your student's family system and the role of his/her family in supporting development and involving them in setting instructional goals. As you are speaking with a family member, please keep in mind that you are expected to act as a professional special educator within the CEC Code of Ethics and other standards of the profession and foster a respectful and beneficial relationship with the student's family. Also ensure that you maintain confidential communication about your student and their family.

Some sample questions are provided as a guide but you are expected to add to this list of questions in order to maximize the information you gather!

- a. Description of the Behavior:

- i. What does the problem behavior(s) look like?
    - ii. How often does the problem behavior(s) occur?
    - iii. How long does the problem behavior(s) last when it does occur?
    - iv. How disruptive or dangerous is the problem behavior(s)?
  - b. Description of the Antecedent:
    - i. What situations seem to set off or trigger the problem behavior?
    - ii. When is the problem behavior most likely to occur? (times of day and days of the week)
    - iii. When is the problem behavior least likely to occur? (times of day and days of the week)
    - iv. Setting Events: Are there specific conditions, events, or activities that make the problem behavior worse? (Consider the impact of sensory impairments, physical and health exceptional learning needs on your student, missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)
  - c. Description of the Consequence:
    - i. What usually happens after the behavior occurs? (how do teachers, other students and friends react, is the student sent to the office, does the learner with moderate to severe exceptionalities get out of doing work, does the learner with moderate to severe exceptionalities get in a power struggle, etc.)
  - d. Reinforcers and Preferences:
    - i. What are some of the student's most preferred tangible items, attention, foods, activities, people, etc?
  - e. Student Goals and Expectations:
    - i. What are realistic goals and expectations for personal and social behavior in various settings for this student?
  - f. Any Other Pertinent Information:
    - i. Variations in beliefs, traditions, and values across and within cultures and their effects of relationships. Also consider how these values and beliefs will affect the students' behavior or response to a behavior intervention.
    - ii. Family systems and the role of families in supporting behavior and development.
    - iii. Instructional support and adaptations. Relate levels of support to the needs of the individual.
4. Additional Information: What additional information do you need about this student's before you can plan an effective behavior change program for him/her?
- a. Select at least 2 different evidence-based practices from your readings and supplemental materials, which have been validated and match the specific characteristics of your learner with moderate to severe exceptionalities and setting. Implement these practices in order to gain information about the student with whom you are working.
5. Direct Assessment of Behavior:
- a. Use anecdotal recording and two other forms of data collection (ABC data collection, scatterplots, or other forms discussed in class) to document additional descriptive information about the student's patterns of behavior such as what interventions have already been tried (What works? What doesn't work?) Submit data sheets as an

- appendix.
  - b. Respond to items a-f from the Indirect Assessment of Behavior (Parent or Teacher Interview) above.
6. Operational Definition of Problem Behavior:
- a. Clearly pinpoint the problem behavior and provide responses for the Dead Man’s Test and the Fair Pair Test.
  - b. Be sure to consider the effect of the student’s exceptionality on their behavior and take the student’s values, beliefs, and cultural traditions into consideration.
7. Hypothesized Function of Behavior:
- a. After reviewing your data, determine the function and purpose of behavior (i.e., escape, accessing tangibles, attention, sensory).

### **Behavior Intervention Plan**

1. Expected Outcome or Target Goal:
  - a. Clearly state the desired replacement or alternative behavior.
2. Reinforcer and Activity Preference Assessment:
  - a. Select and use at least three of the methods described in class/readings to identify a set of reinforcers and activity preferences of the target student. Preferences will be used to help establish a positive relationship with the student and to teach the replacement or alternative behaviors effectively. You should have already identified some reinforcers or preferences. Your assessment procedures should take into account the student'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). Describe how you will integrate the reinforcers/preferences into the intervention program.
3. Intervention Plan: Describe in an easy-to-use (but still complete) format:
  - a. Write an operational behavioral objective for targeting the problem behavior..
  - b. The way you will respond to the problem behavior (keep in mind that the overall goal is to use effective and varied behavior management strategies, so your response may be an intervention “package” as opposed to just one technique in isolation.
  - c. The core behavior support methods (prevent, teach, respond)
    - i. The approaches for preventing the behavior problem (making environment and program improvements, etc.)
    - ii. The approaches for teaching replacement behaviors (Does your student need to use baby steps to achieve the objective (i.e. shaping). If so, list the sequence of steps here. If not, tell why he/she doesn’t need this level of support.
    - iii. The approaches for providing necessary support for communication needs. What strategies will you use to support and enhance communication skills for your student? If your student utilizes alternative and augmentative communication systems, plan instruction on the use of these devices and integrate them into the plan.
    - iv. Reinforcement schedules and skill development
    - v. How you have taken into consideration the impact the student’s disability may have on auditory and information processing skills, issues with vocabulary,

pace of instruction and need for organizational cues? It is essential that you select and use specialized instructional

- vi. strategies, which are appropriate to the abilities and needs of your student.
- vii. How you will use the least intensive behavior management strategy consistent with the needs of your student?
- viii. Use a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Emphasize the positive (rather than punitive) approaches of your program since the goal is to build new skills. Make this section specific enough that a substitute could implement the interventions based on your description.
- ix. Provide at least 2 different evidence-based practices, which have been validated for the specific characteristics of your learner with moderate to severe exceptionalities and setting (provide references) in support of the strategies you are suggesting.

4. Evaluation and Impact of Intervention Plan:

- a. What dimension(s) of behavior will be measured? What recording method(s) will be used? Explain the reasons for your choices.
- b. Set up a chart for recording the data. Compare your behavioral objective to your data collection sheet. Does everything match? In other words, does your data collection sheet illustrate a way to track progress for that specific behavioral objective? Explain your response.
- c. Begin to reflect upon the process and suggest/discuss possible limitations to your plan as you anticipate what student responses you might see if the plan were implemented. Does your plan integrate a variety of non-aversive techniques to control the student's targeted behavior? Does your plan integrate appropriate adaptations and technology? It is essential to reflect on one's own practice in order to improve instruction and guide professional growth. This section can contain your informed opinions.
- d. Reflect upon the CEC standards addressed by this project. What have you learned about planning the use of data to create an effective learning environment? What have you learned about the role of behavior as a vehicle for communication as you have planned behavioral intervention?

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>FUNCTIONAL BEHAVIOR ASSESSMENT:</b></p> <p>Student Description</p> <p>CEC/IIC Standard 1</p>	<p>Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior</p>	<p>Candidate provides demographic and background information related to the target student's behavior issue(s) including:</p> <ol style="list-style-type: none"> <li>1. Areas of typical and atypical development including diagnoses and etiology</li> <li>2. Student characteristics with respect to social, emotional, cultural and psychological domains,</li> <li>3. Impact of moderate and severe exceptionalities including physical/sensory impairment on learning and experience.</li> </ol>	<p>Candidate provides in depth demographic and background information related to the target student's behavior issue(s) including:</p> <ol style="list-style-type: none"> <li>1. Areas of typical and atypical development including diagnoses and etiology</li> <li>2. Student characteristics with respect to social, emotional, cultural and psychological domains, and psychosocial aspects of exceptionality and cultural identity.</li> <li>3. Similarities and differences between the student and peers.</li> <li>4. Impact of moderate and severe exceptionalities including physical/sensory impairment on learning and experience.</li> <li>5. Psychosocial aspects of moderate and severe exceptionalities including physical/sensory impairment and cultural identity.</li> </ol>
<p>Student Description</p> <p>CEC/IIC Standard 5</p>	<p>Candidate provides a limited discussion of educational impact that does not justify a clear need for behavior change</p>	<p>Candidate discusses the educational impact of student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life.</p>	<p>Candidate discusses the educational impact of student's exceptionality, attitude, interests, values, and behavior issues, and the effect these conditions can have on the student's life. Candidate gives a detailed and thorough view of the context of the student behavior and provides an extensive discussion of the educational impact that clearly justifies the need for behavior change.</p>
<p>Overview of Setting Context</p> <p>CEC/IIC Standard 2</p>	<p>Candidate provides an incomplete description of the classroom setting in which the target behavior occurs giving only a limited view of the context of student behavior. Candidate does not examine the impact of the learning</p>	<p>Candidate describes the classroom setting in which the target behavior occurs and examines all aspects of the learning environment, which would impact behavior management including:</p> <ol style="list-style-type: none"> <li>1. Physical layout of</li> </ol>	<p>Candidate describes the classroom setting in which the target behavior occurs and examines all aspects of the learning environment, which would impact behavior management including:</p> <ol style="list-style-type: none"> <li>1. Physical layout of</li> </ol>

	environment on the student's behavior.	<p>classroom</p> <ol style="list-style-type: none"> <li>2. Design and management of daily routines, including schedule and classroom rules</li> <li>3. Positive and interactive activities with peers</li> <li>4. Instructional interventions and culturally responsive learning activities implemented,</li> <li>5. Teacher attitudes and behaviors that provide safe inclusive learning environments that promote emotional well-being and self-determination,</li> <li>6. Aspects of the environment that that encourage inclusive and active participation in group and individual activities.</li> <li>7. Opportunities to access incidental learning experiences.</li> </ol>	<p>classroom</p> <ol style="list-style-type: none"> <li>2. Design and management of daily routines, including schedule and classroom rules</li> <li>3. Positive and interactive activities with peers</li> <li>4. Instructional interventions and culturally responsive learning activities implemented</li> <li>5. Teacher attitudes and behaviors that provide safe inclusive learning environments that promote emotional well-being and self-determination,</li> <li>6. Aspects of the environment that that encourage inclusive and active participation in group and individual activities.</li> <li>7. Opportunities to access incidental learning experiences.</li> </ol> <p>Candidate analyzes setting context in relation to basic classroom management theories and strategies for learners with moderate and severe exceptionalities including physical/sensory impairment. Candidate provides an evaluation of the setting context focused on the degree to which 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.</p>
Indirect Assessment of Behavior (Interview) CEC/IIC Standard 4	Candidate provides an incomplete or limited view of the problem behavior. Candidate does not use evidence-based indirect behavior assessment methods. Candidate uses one or fewer assessment methods.	Candidate collaborates with another teacher, a parent, or another person who knows the selected student well and provides a comprehensive description of: 1. The problem behavior (duration, frequency, level	Candidate collaborates with another teacher, a parent, or another person who knows the selected student well and provides a comprehensive description of: 1. The problem behavior (duration, frequency, level



		<p>of disruption)  2. The antecedent  3. Setting events (specific conditions that make the problem behavior worse including impact of moderate and severe exceptionalities including physical/sensory impairments on learning, needs on your student, missed medication, peer pressure, stress, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)  4. The consequence  5. Reinforcers and preferences  6. Student goals and expectations (with emphasis on realistic personal and social behavior goals)  7. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual).</p> <p>Candidate implements at least 2 different evidence-based behavior assessment practices from readings and supplemental materials, which have been validated and match the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and the classroom setting.</p>	<p>of disruption)  2. The antecedent  3. Setting events impact of moderate and severe exceptionalities including physical/sensory impairments on learning, physical and health exceptional learning needs on your student, missed medication, peer pressure, stress, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)  4. The consequence  5. Reinforcers and preferences  6. Student goals and expectations (with emphasis on realistic personal and social behavior goals)  7. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual).  8. The concerns of the families of the learner with exceptionalities including physical/sensory impairment.  9. Effects the learner's exceptional condition(s) has on his or her life.</p> <p>Candidate implements more than 2 different evidence-based behavior assessment practices from readings and supplemental materials, which have been validated and match the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and the classroom setting.</p>
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<p>Direct Assessment of Behavior CEC/IIC Standard 4</p>	<p>Candidate selects and implements faulty procedures. Candidate uses two or fewer assessments.</p>	<p>Candidate selects and implements technically sound procedures for assessing and reporting both appropriate and problematic social behavior of the learner with moderate and severe exceptionalities including physical/sensory impairment through anecdotal recording and two other forms of data collection (ABC Data collection, scatterplots, or other forms discussed in class). Candidate provides a comprehensive description of:</p> <ol style="list-style-type: none"> <li>1. The problem behavior (duration, frequency, level of disruption)</li> <li>2. The antecedent</li> <li>3. Setting events (specific conditions that make the problem behavior worse including sensory impairments, physical and health issues, missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)</li> <li>4. The consequence</li> <li>5. Reinforcers and preferences</li> </ol>	<p>Candidate implements procedures for assessing and reporting both appropriate and problematic social behavior of the learner with moderate and severe exceptionalities including physical/sensory impairments through anecdotal recording and three other forms of data collection (ABC Data collection, scatterplots, or other forms discussed in class). Candidate selects, adapts, and modifies assessments to accommodate the unique abilities and needs of the learner with visual impairment. Candidate provides a comprehensive description of:</p> <ol style="list-style-type: none"> <li>1. The problem behavior (duration, frequency, level of disruption)</li> <li>2. The antecedent</li> <li>3. Setting events (specific conditions that make the problem behavior worse including sensory impairments, physical and health issues, missed medication, history of academic failure, conflict at home, missed meals, lack of sleep, history or problems with peers, etc.)</li> <li>4. The consequence</li> <li>5. Reinforcers and preferences</li> <li>6. Student goals and expectations (with emphasis on realistic personal and social behavior goals)</li> <li>7. What interventions have already been tried (What works? What doesn't work?)</li> <li>8. Any other pertinent information (variations in beliefs, traditions, and values across and within cultures and their effects of relationships, family</li> </ol>
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			systems and the role of families in supporting behavior and development, and instructional support and adaptations as related to the needs of the individual).
Direct Assessment of Behavior CEC/IIC Standard 6	Candidate does not conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession	Candidate conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession.	Candidate conducts behavior assessment practices within the CEC Code of Ethics and other standards of the profession and reflects on their own assessment practices to improve instruction and guide professional growth.
Operational Definition of Problem Behavior CEC/IIC Standard 4	Candidate does not use knowledge of measurement principles and practice to interpret assessment results thereby providing 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 uses knowledge of measurement principles and practices to interpret assessment results and 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 uses knowledge of measurement principles and practices to interpret assessment results and identifies, 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 the impact of the psychological and social-emotional characteristics of the individual with an exceptionality. .
Hypothesized Function of Behavior CEC/IIC Standard 4	Candidate provides an incomplete or unreasonable hypothesis for the function and purpose of behavior and does not consider multiple forms of assessment.	Candidate considers multiple forms of assessment to determine and clearly describe the function and purpose of behavior (i.e., escape, accessing tangibles, and attention, sensory).	Candidate uses multiple forms of assessment to examine the impact of the learners' academic and social abilities, attitudes, interests, and values on instruction, the demands of the learning environment, ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and variations in beliefs, traditions, and values across and within cultures and

			<p>their effects on relationships among individuals with exceptional learning needs.</p> <p>Candidate selects and uses technically sound assessment to test the hypothesis in order to minimize bias.</p>
<p><b>BEHAVIOR INTERVENTION PLAN:</b></p> <p>Expected Outcome or Target Goal CEC/IIC Standard 4</p>	<p>Candidate does not use assessment data to provide a clear statement of the desired replacement or alternative behavior. Candidate provides an incomplete or unclear statement of the desired replacement behavior.</p>	<p>Candidate interprets assessment results in order to create a clear statement of the desired replacement or alternative behavior.</p>	<p>Candidate interprets assessment and engages individuals with exceptionalities involving moderate and severe exceptionalities including physical/sensory impairments to create a clear statement of the desired replacement or alternative behavior.</p>
<p>Reinforcer and Activity Preference Assessment CEC/IIC Standard 4</p>	<p>Candidate selects and implements 1 or fewer technically sound procedures for assessing learner reinforcers/preferences.</p>	<p>Candidate selects and implements 2 technically sound procedures for assessing learner reinforcers/preferences.</p> <p>The candidate's non-biased assessment procedures take into account the student'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).</p>	<p>Candidate selects and implements 3 or more technically sound procedures for assessing learner reinforcers/preferences.</p> <p>The candidate's non-biased assessment procedures take into account the student'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).</p>
<p>Reinforcer and Activity Preference Plan CEC/IIC Standard 5</p>	<p>Candidate provides a reinforcement plan which does not take the individual's abilities, interests, learning environments, or cultural and linguistic factors into consideration.</p> <p>Candidate does not use evidence-based instructional strategies to</p>	<p>Candidate clearly describes a reinforcement plan that includes a repertoire evidence-based instructional strategies, integrates reinforce preferences and into the intervention program, takes into account the individual's abilities, interests, learning environments, or cultural</p>	<p>Candidate clearly describes a reinforcement plan that includes a repertoire evidence-based instructional strategies, integrates reinforce preferences and into the intervention program, takes into account the individual's abilities, interests, learning environments, or cultural</p>

	<p>develop the reinforcement plan.</p> <p>Candidate does not use assessment information to make program decisions (reinforcer/preference plan).</p>	<p>and linguistic factors into consideration.</p> <p>Candidate uses assessment information to make program decisions (reinforcer/preference plan).</p>	<p>and linguistic factors into consideration.</p> <p>Candidate's plan incorporates technologies to support the implementation for individuals with moderate and severe exceptionalities including physical/sensory impairments exceptionalities.</p>
<p>Intervention Plan CEC/IIC Standard 5</p>	<p>Candidate provides an incomplete description of the behavior intervention plan, which lacks evidence-based practices and sufficient detail for a substitute teacher to implement the intervention based on the description.</p>	<p>Candidate provides a clear, comprehensive description of the behavior intervention plan, including:</p> <ol style="list-style-type: none"> <li>1. A complete behavioral objective for changing the problem behavior</li> <li>2. A plan for responding to the problem behavior</li> <li>3. The core behavior evidence-based methods (prevent, teach, respond) including: <ol style="list-style-type: none"> <li>a. The evidence-based approaches for preventing the behavior problem</li> <li>b. The approaches for teaching replacement behaviors, including a complete list of evidence-based instructional steps</li> <li>c. The evidence-based strategies to support and enhance communication skills of the learner with exceptionalities (If the student utilizes alternative and augmentative communication systems, the instructional plan includes the use of these devices and integration of these systems)</li> <li>d. Reinforcement schedules and skill development</li> <li>e. Description of the impact the student's disability may have on auditory and information processing skills, issues with vocabulary, pace of instruction and need for organizational cues</li> <li>f. Clear rationale for the</li> </ol> </li> </ol>	<p>Candidate provides a clear, comprehensive description of the behavior intervention plan, including:</p> <ol style="list-style-type: none"> <li>1. A complete behavioral objective for changing the problem behavior</li> <li>2. A plan for responding to the problem behavior</li> <li>3. The core behavior evidence-based methods (prevent, teach, respond) including: <ol style="list-style-type: none"> <li>a. The evidence-based approaches for preventing the behavior problem</li> <li>b. The approaches for teaching replacement behaviors, including a complete list of evidence-based instructional steps</li> <li>c. The evidence-based strategies to support and enhance communication skills of the learner with exceptionalities (If the student utilizes alternative and augmentative communication systems, the instructional plan includes the use of these devices and integration of these systems)</li> <li>d. Reinforcement schedules and skill development</li> <li>e. Description of the impact the student's disability may have on auditory and information processing skills, issues with vocabulary, pace of instruction and need for organizational cues</li> <li>f. Clear rationale for the</li> </ol> </li> </ol>

		<p>selection of specialized instructional strategies, which are appropriate to the abilities and needs of the student.</p> <p>g. Implementation plan for the least intensive behavior management strategy consistent with the needs of the student</p> <p>Candidate integrates at least 2 evidence-based practices, which have been validated for the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and uses a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Candidate emphasizes the positive (rather than punitive) approaches of the program since the goal is to build new skills. The intervention plan is clear and comprehensive, and specific enough that a substitute teacher could implement the intervention based on the description.</p>	<p>selection of specialized instructional strategies, which are appropriate to the abilities and needs of the student.</p> <p>g. Implementation plan for the least intensive behavior management strategy consistent with the needs of the student</p> <p>h. Strategies to facilitate integration into various settings and maintenance and generalization of skills across learning environments</p> <p>i. Uses a variety of evidence-based positive behavior support techniques to control targeted behavior and maintain attention of individuals with exceptional learning needs</p> <p>Candidate integrates at 2 or more evidence-based practices, which have been validated for the specific characteristics of the learner with moderate and severe exceptionalities including physical/sensory impairments and uses a format that indicates actions/tasks, who is responsible, and the timeframe for implementation. Candidate emphasizes the positive (rather than punitive) approaches of the program since the goal is to build new skills. The intervention plan is clear and comprehensive, and specific enough that a substitute teacher could implement the intervention based on the description.</p>
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<p>Assessment of Intervention Plan CEC/IIC Standard 4</p>	<p>Candidate provides an incomplete evaluation of the efficacy of the intervention plan or a limited reflection of the FBA/BIP process.</p>	<p>Candidate provides a clear rationale for the dimension(s) of behavior measured and recording method(s) used.</p> <p>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.) in order to minimize bias.</p>	<p>Candidate provides a clear rationale for the dimension(s) of behavior measured and recording method(s) used.</p> <p>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.) in relation to the data.</p>
<p>Evaluation of Intervention Plan CEC/IIC Standards 6</p>	<p>Candidate's reflection of the FBA/BIP process provides limited discussion of anomalies, limitations, techniques used, or integration of appropriate adaptations and technology.</p> <p>Candidate does not use the evaluation to influence their professional growth and practices.</p>	<p>Candidate provides a comprehensive reflection of the FBA/BIP process, including anomalies, limitations, variety of techniques used, and integration of appropriate adaptations and technology.</p> <p>Candidate uses the evaluation to influence their professional growth and practices.</p>	<p>Candidate provides a comprehensive reflection of 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. Reflection includes an analysis of the role of FBA/BIP findings as part of a special education teacher's ethical responsibility to advocate for appropriate services for learners with visual impairment. Candidate evaluates and offers suggestions for modification of instructional practices and responsive adjustments based on continual observations and ongoing assessment data. Candidate uses information to make or suggest modifications in the learning environment.</p>

			Candidate reports findings to all stakeholders.
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