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

Spring 2021
EDSE 620 001: Supporting the Behavior and Sensory Needs of Individuals with Autism.
CRN: 21997, 3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Jodi Duke	**Meeting Dates**: 03/01/2021 – 04/25/2021
Phone: 703-993-6555	**Meeting Day(s)**: Online
E-Mail: jduke4@gmu.edu	**Meeting Time(s)**: Asynchronous
Office Hours: By appointment	**Meeting Location**: Online
Office Location: Finley 205B*	**Other Phone**: N/A

*Due to COVID, I will be working from home throughout the Spring 2021 semester. During this time, the best way to get in touch with me will be email.

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
Describes the behavior and sensory development of individuals with autism spectrum disorder across their lifespans. Analyzes the principles of behavior management and the evidence and research-based interventions that have been proven to be effective with individuals with autism and sensory needs.

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 Student Services at (703) 348-5006 (Option 2) for assistance.

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

This course will be delivered online (76% or more) using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available in accordance with the posted start date.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems) (https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  o [Adobe Acrobat Reader](https://get.adobe.com/reader/) (https://get.adobe.com/reader/)
  o [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  o [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations
- Course Week:

Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays at 11:59 p.m. ET., and finish on Mondays at 11:59 p.m. ET.
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.

- Log-in Frequency:
- Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Apply behavior change terminology and principles to a variety of behavior case studies of individuals with autism spectrum disorder across their lifespans.
2. Accurately and operationally define individual behaviors and develop behavioral objectives for a range of behavioral functions.
3. Summarize the process of functional analyses of behavior and creating behavior intervention plans for individuals with autism spectrum disorder.
4. Evaluate evidence and research-based interventions that increase appropriate behavior and decrease inappropriate behavior.
5. Summarize the principles of environmental design in addition to evidence- and research-based practices that focus on management of routines, transition, reinforcement, sensory issues, executive functioning, and self-management of behavior for individuals with autism across their lifespans.
6. Select appropriate evidence-based behavioral interventions and develop a plan for implementation and data collection based on a functional behavioral analysis of an individual with autism spectrum disorder.
7. Analyze behavioral data and use the analysis to recommend instructional strategies.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, School of Education (SOED), Special Education Program for the Teaching Students with Autism Graduate Certificate. This program complies with the skill competencies for professionals and paraprofessionals in Virginia supporting individuals with autism across the lifespan developed by the Virginia Autism Council. The competencies addressed in this class include Comprehensive Instructional Planning, Communication, Social Skills, Behavior, Sensory Motor Development, and Independence and Aptitude

Required Textbooks

Boucher, J. (2017). *Autism spectrum disorder: Characteristics, causes and practical issues*. Sage.

Hall, L.J. (2018). *Autism spectrum disorders: From theory to practice (3ʳᵈ ed.)*. Pearson.

LaBarbera, R. (2019). *Educating students with autism spectrum disorders*: *Partnering with Families for Positive Outcomes*. Sage.

Recommended Textbooks

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

Course Performance Evaluation

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

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

For EDSE 620, the required PBA is the FBA and BIB. Please check to verify your ability to upload items to VIA before the PBA due date.

> **Assignments and/or Examinations**
> > **Performance-based Assessment (VIA submission required)**
>
> > **1. Functional Behavioral Assessment (50 points)**
> > When approaching the task of behavior management, the first step is a Functional Behavior Assessment (FBA). Through this process you will identify and clearly define the target behavior and develop a hypothesis of the function, or intent of the behavior. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.
>
> > 2. **Behavior Intervention Plan (39 points)**
> > Using the information you gathered in the FBA including the hypothesis of the function of the target behavior, you will develop a Behavior Intervention Plan (BIP) for the student. More information about this assignment (including a grading rubric and resources) can be found on Blackboard. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.
>
> > **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.*
>
> > **College Wide Common Assessment (VIA submission required)**
> > N/A
>
> > **Performance-based Common Assignments (No VIA submission required)**
> > N/A
>
> > **Other Assignments**

Module Assignments

All modules will open on Tuesday at 12:01 a.m. ET and must be concluded with work submitted by Mondays at 11:59 p.m. ET. Please plan accordingly. Best practices will have you open the module on Tuesday mornings afternoons to review the content and check the assignments. Then, pace and participate accordingly for the rest of the week.

Course Policies and Expectations

Attendance/Participation

All course work will be online in an Asynchronous format. There will be no face-to-face meetings.

Late Work

All assignments (e.g., quizzes, activities, assignments, projects) must be submitted via Blackboard *on* or *before* the due date. **In fairness to students who submit work on time, points will be deducted for late submissions (up to 10% per day). Assignments will not be accepted more than one week late unless prior arrangements with the instructor have been made.**

Other Requirements

Communication.

The best way to contact me is through email. There is a Send Email icon on the left navigation bar in the course. My email (as well as the emails of your classmates) is located here. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

Grading Scale (traditional rounding principles apply)

93-100% = A
90-92% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
< 69% = F

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University

community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work."
Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
Policies and Procedures (https://cehd.gmu.edu/students/polices-procedures/).

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

Module	Topics and Readings	Module Assignments
1	Behavior, Executive Functioning, and Sensory Characteristics of ASD See Blackboard module for readings	• Introductions Discussion Board • Challenging Behavior of the Week Discussion Board • Ethics Simulation (No submission required) • IRIS Module • FBA/BIP Case Study Selection and Begin Work on FBA (Due Module 4)
2	Operational Definitions, Behavioral Objectives, and Function of Behavior See Blackboard module for readings	• Challenging Behavior of the Week Discussion Board • AIM Module on Functional Behavior Assessment • Elements of Functional Behavior Assessment Assignment • Real Life Examples of Function of Behavior Assignment • FBA/BIP: Continue Work on FBA (Due Module 4)
3	Behavior Intervention Plan See Blackboard module for readings	• Challenging Behavior of the Week Discussion Board • Elements of Behavior Intervention Plan Assignment • FBA/BIP: Continue Work on FBA (Due Module 4) and Begin Work on BIP (Due Module 7)
4	Data Collection, Reinforcement, Preference Assessment and Prompt Hierarchy See Blackboard module for readings	• Challenging Behavior of the Week Discussion Board • Schedule of Reinforcement Quiz • Data Collection IRIS Practice (No submission required) • FBA/BIP: Submit FBA and Continue Work on BIP (Due Module 7)

Module	Topics and Readings	Module Assignments
5	Behavior and Sensory Needs and Supports: Level 1 See Blackboard module for readings	• Challenging Behavior of the Week Discussion Board • Visual Infographic Assignment and Discussion • FBA/BIP: Continue Work on BIP (Due Module 7)
6	Behavior and Sensory Needs and Supports: Level 2 See Blackboard module for readings	• Challenging Behavior of the Week Discussion Board • Token Economy Assignment and Discussion • FBA/BIP: Continue Work on BIP (Due Module 7)
7	Behavior and Sensory Needs and Supports: Level 3 See Blackboard module for readings	• Challenging Behavior of the Week Discussion Board • Environmental Comparison Assignment • FBA/BIP: Submit BIP
8	Elopement, Crisis Management, and Interactions with Police See Blackboard module for readings	• Elopement Discussion Board • Safety Infographic Assignment and Discussion Board • Course Reflection • Submit FBA/BIP to TK20

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

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at

the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to either Tk20 or VIA should be directed to Assessment support (https://cehd.gmu.edu/aero/assessments/).

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

FUNCTIONAL BEHAVIOR ASSESSMENT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Individual Description **Skill Competency** **1.1.1S:** Lists and explains the defining characteristics of ASD (Communication, patterns of stereotypical behavior, socialization and social skill development) and the impact on the individual. **Skill Competency** **1.1.2S:** Lists and explains the associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and the impact on the individual. **Skill Competency** **7.1.2S:** Describes the relationship between sensory motor systems and behavior (ex: demonstrating	Candidate provides a partial description of the demographic and background information related to the target individual with ASD inclusive of the defining characteristics of ASD (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and their impact on the individual.	Candidate describes the demographic and background information related to the target individual with ASD inclusive of the defining characteristics of ASD (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and their impact on the individual.	Candidate provides in-depth demographic and background information related to the target individual with ASD inclusive of the defining characteristics of ASD (communication, patterns of stereotypical behavior, socialization and social skill development) and other associated characteristics commonly present in ASD (ex: difficulties in sensory processing, motor skills, theory of mind, and imitation) and the effect these conditions have on the individual's life and learning.

FUNCTIONAL BEHAVIOR ASSESSMENT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
stereotypical behaviors such as rocking or hand flapping, or triggering fight, flight, or freeze responses).			
Operational Definition of Problem Behavior **Skill Competency** **6.1.1S:** Identifies and operationalizes target behaviors for assessment and intervention.	Candidate fails to identify or partially identifies and operationalizes the target behavior for assessment and intervention, including conditions, problem behavior, and criterion with consideration of the individual's ASD.	Candidate identifies and operationalizes the target behavior for assessment.	Candidate identifies and operationalizes the target behavior for assessment and intervention in highly detailed language.
Indirect Assessment of Behavior (Interview) **Skill Competency** **3.4.2S:** Respects the needs, desires, and interests of the individual and families and incorporates into goals and intervention. **Skill Competency** **3.4.4S:** Collaborates with the team and has regularly scheduled meetings to address needs and problem solve using data as appropriate. **Skill Competency**	Candidate does not collaborate effectively with school-based personnel and other professionals who have knowledge of the individual with ASD. Candidate fails to analyze or partially analyzes data.	Candidate interviews and collaborates respectfully with school-based personnel and other professionals who have knowledge of the individual with ASD. Candidate analyzes collected data to determine: • Context of the behavior (setting events, antecedents, consequences), and • Realistic expectations of the family and/or	Candidate interviews and collaborates respectfully with and school-based personnel and other professionals who have knowledge of the individual with ASD. Candidate analyzes collected data to determine: • Context of the behavior (setting events, antecedents, consequences), • Individual

FUNCTIONAL BEHAVIOR ASSESSMENT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
3.2.12S: Plans, communicates, and instructs family and professionals on strategies needed to access home, educational, work, and community environments. **Skill Competency 6.1.4S:** Completes functional behavior assessment to determine function of behavior and maintaining antecedents and consequences. FBA should include: Indirect (structured interviews, checklists, rating scales) measures of data collection and analysis of collected data. **Skill Competency 7.2K:** Understands the implications or influences of sensory processing when developing a comprehensive plan.		professionals. • Sensory needs of the individual with ASD.	reinforcement preferences, and • Realistic expectations of the family and professionals. Candidate collects data on cultural or other influences that could contribute to an understanding of the behavior (as applicable). Sensory considerations are documented.
Direct Assessment of Behavior **Skill Competency 6.1K:** Understands factors that influence behavior and the components of behavior analysis (antecedents, behavior, and	Candidate fails to conduct or partially conducts direct assessment of individual with ASD, documents behaviors using objective measures and criteria and analyzes collected data to	Candidate conducts direct assessment of individual with ASD, documents behaviors using objective measures and criteria and analyzes collected data to determine: the context of	Candidate conducts extensive direct assessment of individual with ASD, documents behaviors using objective measures and criteria and analyzes collected data to determine:

FUNCTIONAL BEHAVIOR ASSESSMENT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
consequences) and how to provide positive behavior intervention. **Skill Competency 6.1.3S:** Observes and documents behaviors using objective measures and criteria. **Skill Competency 6.1.4S:** Completes functional behavior assessment to determine function of behavior and maintaining antecedents and consequences. FBA should include: Direct (structured ABC data collection) measures of data collection, analysis of collected data **Skill Competency 2.3.1S:** Observes behaviors using objective measures and criteria, and records data.	determine: the context of behavior analysis (antecedents, behavior, and consequences), function of the behavior, and sensory needs of the individual with ASD.	behavior analysis (antecedents, behavior, and consequences), function of the behavior, and sensory needs of the individual with ASD.	the context of behavior analysis (antecedents, behavior, and consequences), function of the behavior, sensory needs of the individual with ASD, and reports on both appropriate and problematic social behaviors of individuals with ASD.

FUNCTIONAL BEHAVIOR ASSESSMENT	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Hypothesized Function of Behavior **Skill Competency 6.1.4S:** Completes functional behavior assessment including development of hypothesis	Candidate fails to analyze or partially analyzes collected data and fails to generate or partially generates a reasonable hypothesis of the function and maintaining antecedents and consequences of the problem behavior.	Candidate analyzes collected data and generates a reasonable hypothesis of the function and maintaining antecedents and consequences of the problem behavior.	Candidate analyzes collected data and generates a reasonable hypothesis of the function and maintaining antecedents and consequences of the problem behavior, both of which are supported by strong rationales and examples.

BEHAVIOR INTERVENTION PLAN	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectat 3
Expected Outcome or Target Goal **Skill Competency 6.1.6S**: Develops multi-component intervention plans based on the results of the FBA that emphasize prevention and are socially valid. Plans should include teaching of alternative replacement, coping, and general skills.	Candidate fails to develop or develops a statement of the desired replacement or alternative behavior which fails to include a description of how the desired replacement or alternative behavior is incompatible with the problem behavior.	Candidate develops a statement of the desired replacement or alternative behavior which includes a description of how the desired replacement or alternative behavior is incompatible with the problem behavior.	Candidate develops a hi detailed statement of the replacement or alternativ behavior which includes description of how the d replacement or alternativ behavior is incompatible problem behavior using examples from the direc indirect assessment data demonstrates an explicit consideration of the

BEHAVIOR INTERVENTION PLAN	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectat 3
			characteristics of ASD.
Reinforcer and Activity Preference Assessment **Skill Competency 6.1.5S**: Identifies individualized reinforcement preferences using indirect and direct measures on an ongoing basis.	Candidate fails to identify or partially identifies individualized reinforcement preferences using indirect and direct measures.	Candidate identifies individualized reinforcement preferences using indirect and direct measures.	Candidate identifies individualized reinforcer preferences using indire direct measures and des complete reinforcement activity preference plan be integrated into the int plan in order to continua evaluate reinforcement preferences for the indiv with ASD.
Intervention Plan **Skill Competency 6.1.6S:** Develops and implements multi-component intervention plans based on the results of the FBA that emphasize prevention and are socially valid. Plans should include: • Implementation of setting event and antecedent interventions (ex: proactive changes to prevent the behavior from occurring) • Teaching of alternative replacement, coping, and general skills • Implementation of positive consequences to increase the use of the new positive behaviors • Implementation of schedules of reinforcement and differential reinforcement to increase use of positive behaviors • Description of thinning of a reinforcement schedule as appropriate • Description of strategies for teaching and promoting desired behaviors	Candidate fails to develop or partially develops a multi-component intervention plan that is socially valid, prevention focused and written clearly enough that a substitute teacher could implement the intervention based on the description. The plan is not based on the results of the FBA and/or fails to include: • Specific proactive changes to the setting events and/or antecedents in order to prevent the behavior from happening, • A clear instructional sequence (with numbered steps) to	Candidate develops a multi-component intervention plan that is socially valid, prevention focused and written clearly enough that a substitute teacher could implement the intervention based on the description. The plan is based on the results of the FBA and includes: • Specific proactive changes to the setting events and/or antecedents in order to prevent the behavior from happening, • A clear instructional sequence (with numbered steps) to teach the desired replacement or alternative behavior,	Candidate develops a m component intervention is socially valid, prevent focused and written clea enough that a substitute could implement the inte based on the description The plan is based on the the FBA and includes: • Specific proactive ch the setting events an antecedents in order prevent the behavior happening, • A clear instructional (with numbered step teach the desired rep or alternative behavi

BEHAVIOR INTERVENTION PLAN	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectat... 3
Skill Competency 7.2K: Understands the implications or influences of sensory processing when developing a comprehensive plan.	teach the desired replacement or alternative behavior, • A schedule and plan for reinforcement of the desired replacement or alternative behavior that integrates positive consequences and thinning of the reinforcement schedule, • And considerations for sensory processing strengths and needs.	• A schedule and plan for reinforcement of the desired replacement or alternative behavior that integrates positive consequences and thinning of the reinforcement schedule, • And considerations for sensory processing strengths and needs.	• A schedule and plan reinforcement of the replacement or alter... behavior that integra... positive consequenc... thinning of the reinf... schedule, • Core non-aversive b... support methods rela... preventing the probl... behavior, • Considerations for s... processing strengths... needs, • Technology integrat... support positive beh... • A description of how... paraprofessionals, ot... professionals and fa... would implement th... a variety of settings.
Evaluation and Impact of Intervention Plan **Skill Competency 6.2.1 S:** Collects data to evaluate the plan's effectiveness in: • Decreasing the problem behavior • Increasing the alternative and positive behaviors • Increasing quality of life outcomes • Generalizing skills to new environments	Candidate fails to describe or partially describes a data collection plan to measure the effectiveness of the behavior plan, including: • Rationale for choice of data collection chart • Description of how the candidate will evaluate effectiveness of behavior	Candidate describes a data collection plan to measure the effectiveness of the behavior plan, including: • Rationale for choice of data collection chart • Description of how the candidate will evaluate effectiveness of behavior plan, based on ongoing	Candidate provides a hig... detailed description of a... collection plan to measu... effectiveness of the beha... plan, including: • Rationale for choice... collection chart • Description of how t... candidate will evalu... effectiveness of beha...

BEHAVIOR INTERVENTION PLAN	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectat 3
Skill Competency 2.3K: Understands how to measure progress and evaluate the effectiveness of strategies. **Skill Competency 6.2.2S***:* Evaluates data and reports on the plan's effectiveness and revise as needed in consultation with the team.	plan, based on ongoing observations. • Plan for generalization of behavior change, and • Recommendations for potential revisions to the plan in response to positive outcomes as well as negative outcomes.	observations. • Plan for generalization of behavior change, and • Recommendations for potential revisions to the plan in response to positive outcomes as well as negative outcomes.	plan, based on ongoi observations. • Plan for generalizati behavior change, and • Detailed description the plan would be re needed based on data on the plan's effectiv consultation with the