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

Spring 2021
EDSE 353 001: Individualized Behavior Supports
CRN: 20858, 3 – Credits

Instructor: Dr. Grace Francis	**Meeting Dates: 1/25/21 – 5/10/21**
Phone: 703-993-6064	**Meeting Day(s): Tuesday/Thursday**
E-Mail: gfranci4@gmu.edu	**Meeting Time(s): 3:00 pm – 4:15 pm**
Office Hours: By appointment	**Meeting Location: Fairfax; E 201**
Office Location: 216 Finley	**Other Phone: N/A**

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
Recommended: EDSE 251

Co-requisite(s):
None

Course Description
Focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities. Emphasizes analyzing the function of individuals' behaviors and developing responsive behavior intervention plans.

Course Overview
EDSE 353 emphasizes analyzing the function of individuals' behaviors and developing a continuum of responsive behavior intervention plans. The course focuses on identifying, recording, evaluating, and developing comprehensive plans for changing social and academic behaviors of individuals with disabilities.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All

other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Do you know what tests might be required for your program? Tests should be taken as early as possible by teacher candidates since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor for more information.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Online application activities
3. Small group activities and assignments
4. Video and other media supports
5. Electronic supplements and activities via Blackboard

**In-person classes will be held Tuesday/Thursday in Room 131 at Innovation Hall. (See schedule below.)

**Every two weeks (see schedule below), class sessions will be delivered online 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 on January 22nd, 2021.

**If you an unable to physically attend class, please let me know ASAP. You can still attend class virtually by using the following Zoom link:
 https://gmu.zoom.us/j/91937118223
Passcode: 353
If you attend a class session via Zoom, my expectation is that you will keep your camera on, unless we have discussed otherwise.

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)

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:
  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 2 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 students will be able to:

1. Define behavior change terminology and principles of applied behavior analysis.
2. Describe the form and function of behavior as communicative intent in both symbolic and non-symbolic formats.
3. Identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior(s) as well as the function of the behavior (i.e., functional behavior assessment), given characteristics and behaviors of individuals with disabilities.
4. Design a comprehensive behavior change program that promotes emotional well-being, based on information from a functional behavior assessment.
5. Describe how school teams collaborate for the functional behavior assessment and behavior change program that are consistent with norms, standards, and rules of the educational environment.
6. Design positive behavioral supports using behavior management techniques to promote desirable changes in individuals academic, social, and/or affective behavior; including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
7. Describe how to determine reinforcers, and use varied schedules of reinforcement responsive to the needs of individuals with disabilities.
8. Write accurate behavioral objectives for a wide range of behaviors that include all components as well as internal coherence and consistency: learner, conditions, observable behavior, and degree/criteria statements.
9. Describe data collection procedures that match observable behaviors and understand how to calculate and use data to make decisions about the effectiveness of interventions.

10. Explain when and how to use maintenance and generalization techniques.

Professional Standards
(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 7: Collaboration (InTASC 7).

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

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

Additional Readings
See Blackboard for additional readings and websites.

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

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

For EDSE 353, the required PBA is Functional Behavioral Assessment Application & Behavior Intervention Plan Application. 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)

*Assignment information and rubrics will be discussed in class and posted on posted on Blackboard.

Assignment	Description	Points	Due date
Final Functional Behavioral Assessment & Behavior Intervention Plan Application	Final FBA and BIP. (Combine initial FBA and BIP assignments with instructor feedback incorporated). *Assignment information and rubrics will be discussed in class and are posted on posted on Blackboard under the "Assessments" tab.	60	May 6th

College Wide Common Assessment
(VIA submission required)
N/A.

Other Assignments
*Assignment information and rubrics will be discussed in class and posted on posted on Blackboard.

Assignment	Description	Points	Due date
Online Assignment #1	Watch *My Flesh and Blood* and describe Joe Tom's strengths, areas of need, general characters, and systems of support. *This is a full-length film that you will use as the foundation for your final project. *See template in content folder.	10	Feb 18th
Online Assignment #2	Watch the interview video and complete forms for Joe Tom.	10	March 11th
Online Assignment #3	(1) watch Thasya's mini-documentary, (2) post a response to a minimum of one prompt on our course discussion board, and (3) respond to a minimum of two peers' posts.	10	Post: March 29th Two responses: April 1st
Initial Functional Behavioral Assessment (FBA) Application	The purpose of this assignment is to demonstrate proficiency using the knowledge acquired for the FBA indirect and direct assessments. FBA information (results from indirect and	15	April 8th

Assignment	Description	Points	Due date
	direct assessments) for an individual with disabilities will be provided. Given the information, students will demonstrate their skills in using that content to develop a comprehensive FBA.		
Online Assignment #4	(1) watch Alana's mini-documentary, (2) post a response to a minimum of one prompt on our course discussion board, and (3) respond to a minimum of two peers' posts.	10	Post: April 19th Two responses: April 22nd
Initial Behavior Intervention Plan (BIP) Application	The purpose of this assignment is to develop comprehensive interventions for an individual with disabilities based on the pre-identified function of the individual's behavior of concern. Based on information from an FBA and the hypothesis about the function of the problem behavior(s), parsimonious (least intrusive, most positive) interventions are identified and described briefly.	15	April 29th
Online Assignment #5	(1) Watch Marcel's mini-documentary, (2) post a response to a minimum of one prompt on our course discussion board, and, and (3) respond to a minimum of two peers' posts.	10	Post: May 3rd Two responses: May 6th
VDOE training	Complete your VDOE seclusion and restraint certification and post to Blackboard.	10	May 6th *(can be completed at any time during the course)*

Total points for course: 250

Course Policies and Expectations
Attendance/Participation

Class attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. All assigned readings should be completed prior to class. (Note: assigned readings may be added or removed as the semester progresses.)

Late Work

Work is considered on time if it is submitted by 11:59 pm on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. ***After one week from the due date, assignments will not be accepted.*** Thus, an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

Grading Scale

A	95-100%
A-	90-94%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D	60-69%
F	<60%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). 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/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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.

Class Schedule

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

Week	Topics	Readings Due	Class Assignments
1 Jan 28	• Overview of course • Review syllabus and assignments	Syllabus	
2 Feb 4	• Overview of Positive Behavior Support	Chapters 1 & 2	
3 Feb 11	• Online application (student characteristics)	See BB	Online Assignment #1
4 Feb 18	• Overview of Functional Behavioral Assessment • Indirect data collection	Chapter 3	
5 Feb 25	• Direct data collection	Chapters 4 and 5	
6 March 4	• Content application (data collection)	See BB	Online Assignment #2
7 March 11	• Competing behavior pathways • Hypothesis Statement	Chapters 8 and 9	
8 March 18	• Overview of Behavior Intervention Plan • Antecedent strategies	Chapter 10	
9 March 25	• Content application (FBA)	See BB	Online Assignment #3
10 April 1	• Teaching strategies	Chapter 11	Initial Functional Behavioral Assessment (FBA) Application
11 April 8	• Consequence strategies	Chapter 12	
12 April 15	• Content application (strategies)	Chapter 13 See BB	Online Assignment #4

13 April 22	• Generalization, fading, maintenance strategies • Evaluation		Initial Behavior Intervention Plan (BIP)
14 April 29	• Content application (crisis)	Chapter 6 See BB	Online Assignment #5
15 May 6	• Crisis strategies	Chapter 14	**Final FBA and BIP DUE** **VDOE training DUE**

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

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

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

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

  • Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

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

  Campus Resources
  • Support for submission of assignments to either Tk20 or VIA should be directed to 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)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT			

Student Description
 	
CEC/IGC Standard 1 ISCI 1 K11
	● **Candidate provides partial demographic and background information, giving only a limited view of the context of student behavior.**
	● **Candidate has limited discussion of educational impact.**
		● **Candidate discusses the demographic and background information related to the target student inclusive of the educational impact of student's disability, values (e.g., cultural / familial influences), and behavior issues.**
		ISCI 1 K11
			● **Candidate discusses the demographic and background information related to the target student inclusive of:**
			  o **the educational impact of student's disability, attitude, interests, values (e.g., cultural / familial influences), and behavior issues, and**
			  o **the effect these conditions can have on the student's life and learning.**
			● **Candidate provides an in-depth profile of the target student.**

Overview of Setting Context *CEC/IGC Standard 2* *CEC/IGC Standard 2 ISCI 2 K1*	● **Candidate provides a description of the classroom environment in which the target behavior occurs but does not examine the impact of the learning environment on behavior management.** ● **Candidate evaluates the classroom learning**	● **Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student.** *CEC/IGC Standard 2 ISCI 2 K1* ● **Candidate evaluates the classroom learning**	● **Candidate describes the classroom environment in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student, peers, and adults.** ● **Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design**

	environment context with details missing in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity is valued.	environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued. *CEC/IGC Standard 2 ISCI 2 S1*	and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued. ● Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for students with disabilities.
Indirect Assessment of Behavior (Interview) *CEC/IGC Standards 2 & 4* *CEC/IGC Standard 2 ISCI S 4 S 4* *CEC/IGC Standard 2 ISCI 2 S6*	● Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the student. ● The candidate's interview data does not contribute to an understanding of the behavior.	● Candidate collaborates with and interviews professionals who have knowledge of the student. ● Explore development and/or modifications of individualized indirect assessment strategies. *CEC/IGC ISCI 4 S 4* ● Based on the interview, the candidate collects data on: ○ context of the behavior (setting events, antecedents, consequences), and ○ realistic expectations of	● Candidate collaborates with and interviews family and/or professionals who have knowledge of the student. Based on the interview, the candidate collects data on: ○ context of the behavior (setting events, antecedents, consequences), ○ student reinforcement preferences, and ○ realistic expectations of the family and/or professionals. ● Candidate also collects data on the behavior. ● Candidate collects indirect data on any cultural / familial

		the professionals. ● Candidate identified ways to collect data on cultural / familial influences that could contribute to an understanding of the behavior. ● Professional's input and concerns are documented. ● The interview data consistently support the direct assessment of the student behavior.	influences that could contribute to an understanding of the behavior. ● Family input and/or professional's input and concerns are documented. ● The interview data consistently support the direct assessment of the student behavior.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
BEHAVIOR INTERVENTION PLAN			
Expected Outcome or Target Goal	● Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior.	● Candidate provides a statement of the desired replacement or alternative behavior. ○ Behavior matches the same function as the target 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. ● Behavior matches the same function as the target behavior ● Considers the response effort in comparison to the target behavior

			● Considers the contextual fit within ongoing routines and teacher input

Reinforcer and Activity Preference Assessment
 	
CEC Standard 5
 	
CEC/IGC Standard 5 IGC5 S22
	● **Candidate provides an incomplete reinforcer and activity preference assessment and/or using only one inventory.**
	● **Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program.**
		● **Candidate acquires student's reinforcement and activity preferences using more than one inventory.**
		● **Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with disabilities**
		CEC/IGC Standard 5 IGC5 S22
			● **Candidate acquires student's reinforcement and activity preferences using more than one inventory.**
			● **Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:**
			  o **learner's chronological age (CA),**
			  o **school rules as applicable,**
			  o **peer/friend practices,**
			  o **parent/teacher/friend's opinions, and/or**
			  o **medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).**
			● **Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with disabilities.**

Intervention Plan *CEC/IGC Standard 5* *CEC/IGC Standard 5 ISCI 5 S3* *CEC/IGC Standard 5 ISCI 5 K2* *CEC Standard 5 IGC5 S 9*	● **Candidate designs an incomplete behavior intervention plan that lacks research-based interventions, reinforcers, and/or reinforcement schedules that are in alignment with**	● **Candidate uses results from the functional assessment to design a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core**	● **Candidate uses results from the functional assessment to design a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to targeted behavior prevention and intervention.** ● **Specifically, the**

	the needs of the learner with disabilities.	non-aversive behavior support methods relating to targeted behavior prevention and intervention. *CEC Standard 5 IGC5 S 9* ● Specifically, the candidate selects and provides a rationale for the research-based intervention strategies that are least intrusive, positive, and proactive (when possible) to teach appropriate replacement behaviors for the learner with disabilities. ● The candidate may use technology to design and/or support their intervention plan. ● The candidate designs a schedule of reinforcement that is 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. ● The candidate	candidate selects and provides a rationale for the research-based intervention strategies that are least intrusive, positive, and proactive (when possible) to teach appropriate replacement behaviors for the learner with disabilities. ● The candidate designs a schedule of reinforcement that is 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. ● The candidate provides the steps for teaching appropriate replacement behaviors using the interventions from the intervention plan. ● The candidate uses technology to design and/or support their intervention plan. ● The candidate prepares other personnel (e.g., paraprofessionals, general educators, family members) to use the intervention plan in their environments.

		provides the steps for teaching appropriate replacement behaviors using the interventions from the intervention plan.	
Evaluation and Impact of Intervention Plan *CEC/IGC Standard 5* *CEC/IGC ISCI 5 S 11*	● **Candidate provides no data collection plan or an incomplete data collection plan to measure the behavior in the behavioral objective** ● **Candidate does not include an accurate procedure for data analyses.**	● **Candidate provides a data collection plan to measure the behavior in the behavioral objective; reason given for choice of data collection chart; and how the candidate will evaluate whether or not the intervention plan is working, based on consistent, ongoing observations of the behavior.** ● **Candidate includes an accurate procedure for data analyses so that responsive adjustments can be made if the intervention plan is not working as desired.** *CEC/IGC Standard 5 ISCI 5 S 11*	● **Candidate provides a data collection plan to measure the behavior in the behavioral objective; reason given for choice of data collection chart; and how the candidate will evaluate whether or not the intervention plan is working, based on consistent, ongoing observations of the behavior.** ● **Candidate includes an accurate procedure for data analyses so that responsive adjustments can be made if the intervention plan is not working as desired.** ● **Candidate reflects on the intervention plan in terms of refinements and revisions to use in the future.** ● **The candidate describes maintenance and generalization plans related to the targeted behavior.** ● **The intervention plan includes directions to the candidate's colleagues such as guidance and direction for para-educators and general education colleagues in order to help integrate individuals with disabilities.**