



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

Fall 2021

EDSE 502 669: Classroom Management and Applied Behavior Analysis
CRN: 86373, 3 – Credits

Instructor: Dr. Andrea Boykin	Meeting Dates: 9/15/2021 – 11/17/2021
Phone: (443) 332-8084	Meeting Day(s): Wednesday
E-Mail: Aboykin2@gmu.edu	Meeting Time(s): 5 pm – 9 pm
Office Hours: By Request	Meeting Location: Fairfax High School Room D-119
Office Location: Virtual	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):

None

Co-requisite(s):

None

Course Description

Focuses on identifying, recording, evaluating, and changing social and academic behaviors of special and diverse populations. Explores theories of classroom management and various approaches to management including use of technological advances. Emphasizes developing classroom and individual behavior management plans. Note: Field experience required.

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

Did you know that Mason email is the primary method of communication used by university offices including those arranging internships, reviewing records for graduation, etc.? Check your Mason email regularly: <http://masonlive2.gmu.edu/>.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

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

1. Define behavior change terminology and principles of applied behavior analysis.
2. Given characteristics and behaviors of students with disabilities, identify ways to acquire indirect and direct assessments to identify corresponding antecedents and consequences of the behavior/s as well as the behavior's function (i.e., Functional Behavior Assessment).
3. Based on information from a Functional Behavior Assessment, design a comprehensive behavior change program, and describe how school teams collaborate for the functional behavior assessment and behavior change program.
4. Design behavior management techniques for making positive changes in students' academic, social, and/or affective behavior, including ethical use of a continuum of techniques, starting with proactive, preventative, and least intrusive techniques.
5. Describe how to determine reinforcers and use varied schedules of reinforcement responsive to the needs of individual students.
6. Write accurate behavioral objectives for a wide range of behaviors that include all components: learner, conditions, observable behavior, and degree/criteria statements.
7. Describe data collection procedures that match observable behaviors and how to use data to make decisions about the effectiveness of interventions.
8. Describe how to develop and use single subject research designs.
9. Explain when and how to use maintenance and generalization techniques.
10. Design learning environments that support and enhance instruction.
11. Describe how to create a safe, positive, supportive environment which values diversity.
12. Demonstrate knowledge of modifying the learning environment (e.g., schedule, physical arrangement, routines) to prevent and manage inappropriate behaviors.
13. Describe strategies for promoting self-management.
14. Describe components of the SchoolWide Positive Behavior Intervention Support (SW-PBIS) model.
15. Given a school's discipline model, identify what distinguishes that model from the SW-PBIS model, and provide recommendations to align the school's model with SW-PBIS.
16. Describe parsimonious and comprehensive classroom management methods.
17. Describe how to identify and teach social skills needed for educational and other

environments.

18. Describe ethical considerations when selecting behavior management methods, including a rationale for selecting positive reinforcement procedures over other procedures, conditions under which punishment-based procedures would be appropriate, and teacher attitudes and behaviors which can positively or negatively influence student behavior.
19. Identify and describe the crisis cycle and methods for crisis prevention.
20. Identify crisis intervention training programs (i.e., leads to certification as crisis management specialist).

Professional Standards

(Council for Exceptional Children [CEC] and the 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 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to developing safe, effective learning environments, positive behavioral interventions and supports, and functional behavioral assessments/behavioral plans. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher/candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts

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

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

Recommended Texts

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, 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 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. 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)

Functional Behavioral Assessment (75 points)

1. In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his/her behavior. 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 (75 points)

Based on the information you gathered in the FBA and the hypothesis you have made about the function of the problem behavior(s), you will write a Behavior Intervention Plan. More information about this assignment (including a grading rubric and resources) can be found on Blackboard.

College Wide Common Assessment (VIA submission required)

N/A

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 with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

5. Students must be able to perform the essential functions of the practicum site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Other Assignments

1. Classroom Management Plan (60 points)

The purpose of this project is to develop a comprehensive classroom management plan that involves preventative planning and instructional management strategies to support the academic and behavioral needs of a diverse classroom. Components of the classroom management plan include a self-assessment, environmental engineering, assessment of active student engagement, continuum of consequences, and behavior management philosophy. You may report on your own classroom management features. However, if you are not currently teaching in a school setting, you may observe a general education co-taught setting (must be classroom where students with disabilities are educated). More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

2. Article Review (40 points)

To inform your Behavior Intervention Plan (BIP), you will review one article that includes an evidence-based practice to change behavior. You will use this strategy or intervention as a component of your BIP assignment. More information, including grading rubric and examples, can be found on Blackboard.

3. Apply the Concept (50 points/10 point each)

You will complete five apply the concept activities. These assignments check your understanding of the content and your ability to apply the content to practical classroom situations.

Assignment Summary

Assignment	Points
Functional Behavioral Assessment	75
Behavior Intervention Plan	75
Classroom Management Plan	60
Article Review	40
Apply the Concept	50
Total	300

Course Policies and Expectations

Attendance/Participation

Learners are expected to attend all classes. Learners may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class.

Late Work

Assignments are due at 11:59 on the due date. Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

Grading

95-100% = A	90-94% = A-	80-89% = B	70-79% = C	0-70% = F
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***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/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. 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, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” 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.

Date	Topic	Assignment Due	Readings
9/15/2021	Course Introduction and Foundational Concepts; Introduction to Positive Behavior	<ul style="list-style-type: none">○ Syllabus Review○ Introductions○ Project Brainstorming○ Apply the Concept 1- PBIS	Alberto & Troutman Chapter 1; Scheuermann

	Interventions and Supports (SW-PBIS)		& Hall Chapters 1-4
9/22/2021	Preventing Challenging Behavior Through Effective Use of Scheduling, Climate, and Classroom Planning and Organization; High-Quality Instruction and Behavior	<ul style="list-style-type: none"> ○ Apply the Concept 2- High Quality Instruction ○ VDOE Restraint and Seclusion Training 	Scheuermann & Hall Chapters 5, 6, & 10 (pp. 262-277); Alberto & Troutman Chapter 2
9/29/2021	Procedures to Increase Behaviors; Introduction to Functional Behavioral Assessments	<ul style="list-style-type: none"> ○ Apply the Concept 3- Classroom Climate and High-Quality Instruction 	Alberto & Troutman Chapter 3
10/6/2021	Determining the Function of Behavior with Indirect and Direct Assessments; Identifying Replacement Behaviors	<ul style="list-style-type: none"> ○ Apply the Concept 4- ABC Data Collection ○ Classroom Management Plan Due 	Alberto & Troutman Chapters 6-9; Scheuermann & Hall Chapters 7&8
10/13/2021	Parsimonious and Comprehensive Interventions	<ul style="list-style-type: none"> ● Apply the Concept 5- Writing Behavioral Objectives 	Alberto & Troutman Chapters 10-12; Scheuermann & Hall Chapters 9-12
10/20/2021	Data Collection	<ul style="list-style-type: none"> ○ Functional Behavioral Assessment Due 	Review Alberto & Troutman Chapters 4-6

10/27/2021	Generalization and Maintenance of Behavior	○ Article Review Due	N/A
11/3/2021	Class Wrap-Up	○ Submit BIP Draft	N/A
11/10/2021	Presentations	○ Behavior Intervention Plan Due	N/A

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/) (<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/) (<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/) (<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/) (<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/) (<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 “non-confidential 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 \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

Functional Behavior Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT			
Student Description <i>CEC/IGC Standard 1</i> <i>CEC/IGC Standard 1 ISCI 1 K11</i>	<ul style="list-style-type: none"> • Candidate provides partial demographic and background information related to the target student with disabilities who accesses the general curriculum, giving only a limited view of the context of student behavior. • Candidate has limited discussion of educational impact. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student with disabilities who accesses the general curriculum inclusive of the educational impact of student’s disability, values (e.g., cultural / familial influences), and behavior issues. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student with disabilities who accesses the general curriculum inclusive of: <ul style="list-style-type: none"> ○ the educational impact of student’s disability, attitude, interests, values (e.g., cultural / familial influences), and behavior issues, and ○ the effect these conditions can have on the student’s life and learning.

			<ul style="list-style-type: none"> • Candidate provides an in-depth profile of the target student.
<p>Overview of Setting Context</p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 K1</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S1</i></p>	<ul style="list-style-type: none"> • 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 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. 	<ul style="list-style-type: none"> • 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. • Candidate evaluates the classroom learning environment context (e.g., physical layout of the classroom, design and management of daily routines, schedule and classroom rules, and demands of the learning environment) in terms of how well the teacher has created a safe, equitable, positive learning environment in which diversity and cultural responsiveness is valued. 	<ul style="list-style-type: none"> • 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 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.

<p>Indirect Assessment of Behavior (Interview)</p> <p><i>CEC/IGC Standards 2 & 4</i></p> <p><i>CEC/IGC Standard 4 ISCI 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p>	<ul style="list-style-type: none"> ● Candidate does not sufficiently collaborate with and/or interviews at least one professional who has knowledge of the student. ● The candidate's interview data does not contribute to an understanding of the behavior. 	<ul style="list-style-type: none"> ● Candidate collaborates with and/or interviews at least one professional who has knowledge of the student. ● Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> ○ context of the behavior (setting events, antecedents, consequences), and ○ realistic expectations of the professionals. ● Candidate identifies 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. 	<ul style="list-style-type: none"> ● Candidate collaborates with and/or interviews more than one individual (e.g., family and/or professionals) who have knowledge of the student. ● Explores development and/or modifications of individualized indirect assessment strategies. ● Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> ○ context of the behavior (setting events, antecedents, consequences), ○ student reinforcement preferences, and ○ realistic expectations of the family and/or professionals. ● Candidate collects indirect data from multiple sources. ● Candidate collects indirect data on any cultural / familial 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.
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<p>Hypothesized Function of Behavior</p> <p><i>CEC/IGC Standard 2</i></p> <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></p>	<ul style="list-style-type: none"> • Candidate provides a hypothesis for the function of the target behavior that is incorrect and/or is not substantiated by ABC data. 	<ul style="list-style-type: none"> • Candidate provides one accurate function of the target behavior that is substantiated by ABC data. 	<ul style="list-style-type: none"> • Candidate provides one accurate function of the target behavior that is substantiated by ABC data. • Candidate provides evidence through examples of having examined multiple areas from below in establishing the function of the behavior: <ul style="list-style-type: none"> ○ the impact of the student’s academic and social abilities, attitudes, interests, and values on instruction, ○ the demands of the learning environment, levels of active engagement, ○ ways specific cultures are negatively stereotyped, teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural considerations.
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Behavior Intervention Plan Rubric

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
BEHAVIOR INTERVENTION PLAN			
Expected Outcome or Target Goal	<ul style="list-style-type: none"> • Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior for the target student with disabilities who accesses the general curriculum. 	<ul style="list-style-type: none"> • Candidate provides a statement of the desired replacement or alternative behavior for the target student with disabilities who accesses the general curriculum. • Behavior matches the same function as the target behavior 	<ul style="list-style-type: none"> • Candidate provides a clear statement of the desired replacement or alternative behavior for the target student with disabilities who accesses the general curriculum 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 <i>CEC Standard 5</i> <i>CEC/IGC Standard 5 IGC5 S22</i>	<ul style="list-style-type: none"> • Candidate provides an incomplete reinforcer and activity preference assessment and/or using only one inventory. • Candidate provides a 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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:

	<p>description that only partially integrates the reinforcers and preferences into the intervention program.</p>		<ul style="list-style-type: none"> ○ learner’s chronological age (CA), ○ school rules as applicable, ○ peer/friend practices, ○ parent/teacher/friend’s opinions, and/or ○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes). ● Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with disabilities.
<p>Intervention Plan</p> <p><i>CEC/IGC Standard 5</i></p> <p><i>CEC/IGC Standard 5 ISCI 5 S3</i></p> <p><i>CEC/IGC Standard 5 ISCI 5 K2</i></p> <p><i>CEC Standard 5 IGC5 S 9</i></p>	<ul style="list-style-type: none"> ● Candidate designs an incomplete behavior intervention plan that lacks research-based interventions, reinforcers, and/or reinforcement schedules that are in alignment with the needs of the learner with disabilities. 	<ul style="list-style-type: none"> ● 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 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 	<ul style="list-style-type: none"> ● 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 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

		<p>and/or support their intervention plan.</p> <ul style="list-style-type: none"> • 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. 	<p>needs.</p> <ul style="list-style-type: none"> • 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.
<p>Evaluation and Impact of Intervention Plan <i>CEC/IGC Standard 5</i> <i>CEC/IGC Standard 5</i> <i>ISCI 5 S 11</i></p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

			<p>generalization plans related to the targeted behavior.</p> <ul style="list-style-type: none">• 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.
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