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

Spring 2022
EDSE 532: Positive Behavior Supports
Section: DL1; CRN: 25603
Section: 679; CRN: 25669
Section: 6U1; CRN: 25976
3 – Credits

Instructor: Dr. Grace Francis	**Meeting Dates:** 1/24/22 – 5/18/22
Phone: 703-993-6064 *Email is best!	**Meeting Day(s):** Thursday
E-Mail: gfranci4@gmu.edu	**Meeting Time(s):** 5:00 pm – 7:40 pm
Office Hours: By appointment	**Meeting Location:** N/A; Online
Office Location: 216 Finley or Zoom class link	**Other Phone:** N/A

To join the course, use the following link and password:
https://gmu.zoom.us/j/94451707665
Password: Francis

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

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Focuses on employing concepts and skills to design, implement, and evaluate behavior support programs derived from functional assessment; addressing relevant replacement skills; facilitating generalization and maintenance of skills; and incorporating individually designed crisis intervention procedures. Field experience is 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
Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor.

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 synchronous ("live") 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 24th, 2022.

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)

- 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:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (https://get.adobe.com/reader/)
  - [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)
  - [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. In addition, students must log-in for all scheduled online synchronous meetings.
- 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. Demonstrate ability to design, implement, and evaluate group management techniques and individual interventions that maintain emotional, behavioral, and social skills consistent with norms, standards, and rules of the educational environment.
2. Demonstrate knowledge of diverse approaches of behavioral, cognitive/affective, social, and ecological theory and practice.
3. Identify the origin and function of behavior.
4. Identify and teach behaviors in educational environments that are alternatives to students' inappropriate behaviors
5. Develop positive support plans to enhance changes in students' academic/social/affective behavior.
6. Develop schedules and routines in educational environments to enhance students' appropriate behaviors.
7. Demonstrate ability to apply behavioral research.
8. Demonstrate ability to provide positive behavioral supports to students in educational environments.

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).

This course contains at least on Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Required 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.

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 standards 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 532, 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)
*Assignment information and rubrics will be discussed in class 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 12

      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 teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS 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 required form, as 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 a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

· If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. 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. Note that you may NOT arrange your own 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. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. 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.

Other Assignments

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

Assignment	Description	Points	Due date
Discussion Board 1	(1) Watch *My Flesh and Blood* <u>outside</u> of class and follow directions listed on the discussion board, (2) post a group response to a minimum of one prompt on our course discussion board, and (3) independently respond to a minimum of two peers' posts.	30	Part 1: Feb 9 Part 2: Feb 10 Part 3: Feb 17
Discussion Board 2	Watch Thasya's mini documentary in class. (1) post a group response to a minimum of one prompt on our course discussion board and (2) independently respond to a minimum of two peers' posts.	20	Part 1: Feb 24 Part 2: Mar 3
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 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.	15	March 24
Discussion Board 3	Watch Alana's mini documentary in class. (1) post a group response to a minimum of one prompt on our course discussion board and (2) independently respond to a minimum of two peers' posts.	20	Part 1: Apr 7 Part 2: Apr 14
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 14
Teaching Philosophy	Construct a brief narrative related to your beliefs, values, perspectives, and approaches related to student teaching and behavior.	20	Apr 21

Assignment	Description	Points	Due date
Discussion Board 4	Watch Marcel's mini documentary in class. (1) post a group response to a minimum of one prompt on our course discussion board and (2) independently respond to a minimum of two peers' posts.	20	Part 1: Apr 28 Part 2: May 5
Behavior Support Show and Share	Select and share a meaningful/effective positive behavior support tool, resource, etc. This can be a resource you locate online, use in the classroom, or included in your FBA/BIP.	10	May 5
Field Experience Documentation form	Submit final field experience hours.	5	May 12

Course Policies and Expectations

Attendance/Participation

Class attendance and professional participation at all sessions is 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
        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/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. 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	Topics	Readings Due	Class Assignments
Jan 27	• Overview of course • Review syllabus and assignments • Overview of Positive Behavior Support	Syllabus	
Feb 3	• PBIS: Tiers 1, 2 & 3	Chapter 1	
Feb 10	• Joe Tom Discussion	*My Flesh and Blood*	Discussion Board 1
Feb 17	• Functional Behavioral Assessment (FBA) • Data Collection	Chapters 2, 4 & 5	

	• Direct Data Collection		
Feb 24	• Indirect Data Collection • ABC Data Collection and Analysis	Chapters 3 & 7	Discussion Board 2
March 3	• ABC content application • Competing Behavior Pathways (CBP)	Chapters 8	
March 10	• CBP content application • Behavior Intervention Plan (BIP)	Chapter 9 Coercion and its Fallout	
March 17	**SPRING BREAK**		
March 24	• Antecedent strategies	Chapter 10	Initial Functional Behavioral Assessment (FBA) Application
March 31	• Teaching strategies	Chapters 11	
Apr 7	• Consequence strategies	Chapter 12	Discussion Board 3
Apr 14	• Behavior Philosophy • Reinforcement schedules	Chapter 13	Initial Behavior Intervention Plan (BIP) Application
Apr 21	• Maintenance and Generalization • Fading • Shaping		Teaching Philosophy
Apr 28	• Crisis Strategies	Chapter 6	Discussion Board 4
May 5	• Show and Share		Behavior Support Show and Share

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/) (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 VIA should be directed to viahelp@gmu.edu or 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 titleix@gmu.edu.

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 Rubrics

	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 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.	• 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 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,	• 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

		positive learning environment in which diversity and cultural responsiveness is valued. *CEC/IGC Standard 2 ISCI 2 S1*	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:
		  o context of the behavior (setting events, antecedents, consequences), and
		  o realistic expectations of 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
			● Candidate collaborates with and interviews family and/or professionals who have knowledge of the student. Based on the interview, the candidate collects data on:
			  o context of the behavior (setting events, antecedents, consequences),
			  o student reinforcement preferences, and
			  o realistic expectations of the family and/or professionals.
			● Candidate also collects data on the behavior.
			● 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.

			behavior.
Direct Assessment of Behavior *CEC/IGC Standards 2 & 4* *CEC/IGC Standard 4 ISCI 4 S 4* *CEC/IGC Standard 2 ISCI 2 S6*	● Candidate assesses the behavior of the student using ONLY direct observation without ABC analyses.	● Candidate implements procedures for assessing and reporting both appropriate and undesirable social behaviors of a student with disabilities through direct observation, including ABC analyses.	● Candidate implements evidence-based procedures for assessing and reporting both appropriate and undesirable social behavior of the student with disabilities through direct observation, including ABC analyses. ● The candidate includes additional direct data collection methods such as scatterplots and at least one other method to further inform about the behavior and the effects of the exceptional learning needs. ● Candidates describes the rationale for the development and/or modifications of individualized direct assessment strategies to assess the student's behavior.
Operational Definition of Target Behavior *CEC/IGC Standard 4* *CEC/IGC Standard 4 IGC4 S1*	● Candidate identifies the target behavior, but identification is not operational definition.	● Candidate identifies and provides a clear operational definition of the target behavior. ● Candidate provides specific examples of the target behavior related directly to the target behavior.	● Candidate identifies and provides a clear operational definition of the target behavior, including conditions, target behavior, and criterion. ● Candidate provides specific examples of the target behavior related directly to the target behavior.
Hypothesized Function of Behavior *CEC/IGC Standard 2*	● Candidate provides a hypothesis for the function of the target behavior that is incorrect and/or is not substantiated by ABC data.	● Candidate provides one accurate function of the target behavior that is substantiated by ABC data. ●	● 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:

CEC/IGC Standard 2, ISCI 2 K 4			o the impact of the student's academic and social abilities, attitudes, interests, and values on instruction,
			  o the demands of the learning environment, levels of active engagement,
			  o ways specific cultures are negatively stereotyped,
			● teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs, and cultural considerations.

	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. o 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*	● Candidate designs an incomplete behavior intervention plan that lacks research-based interventions,	● Candidate uses results from the functional assessment to design a comprehensive behavior intervention plan	● Candidate uses results from the functional assessment to design a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core

| ISCI 5 K2

CEC Standard 5
IGC5 S 9 | reinforcers, and/or reinforcement schedules that are in alignment with the needs of the learner with disabilities. | including a measurable behavioral objective. The candidate describes core 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 provides the steps for teaching | 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 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. |

		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.