



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

Spring 2019

EDSE 502 651: Classroom Management and Applied Behavior Analysis

CRN: 22116, 3 – Credits

Instructor: Dr. Kelley Regan	Meeting Dates: 1/10/2019 – 3/7/2019
Phone: 703-993-9858	Meeting Day(s): Thursday
E-Mail: kregan@gmu.edu	Meeting Time(s): 4:30 pm – 9 pm
Office Hours: by appointment with instructor	Meeting Location: Off Campus
Office Location: Finley building Room 201B	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. Offered by Graduate School of Education. May not be repeated for credit.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Do you need to take Praxis Core and/or VCLA? For students pursuing a special education teacher licensure program, the Praxis Core or a VDOE-approved substitute test should be submitted to Mason as soon as possible. Tests should be taken as early as possible since most

scores must be on file when students apply for internship. Check your program plan or talk with your advisor if you are unsure what tests you need or when you will need to take them.

Course Delivery Method

Learning activities include the following:

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

Learner Outcomes

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

1. 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).

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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 Textbooks

Alberto, P. A., & Troutman, A. C. (2017). *Applied behavior analysis for teachers* (Interactive 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 Textbooks

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

Required Resources

Students will be expected to have access to a computer and bring and use it in class, for some specific lessons and activities. The ability to access the Internet and web-based resources is also required.

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 502, the required PBA is Functional Behavior Assessment and Behavior Intervention Plan. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

1. Functional Behavioral Assessment and Behavior Intervention Plan: (50 points)

Select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s). You will develop a Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) for this student.

- a. **Functional Behavioral Assessment (22 points):** In an effort to identify the function of problem behavior(s) of a particular student, you will gather information about this student and his or her behavior. More information about this portion of the assignment can be found on Blackboard.
- b. **Behavior Intervention Plan (28 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 portion of the assignment can be found on Blackboard. Instructions and grading rubrics can be found at end of this syllabus and on Blackboard and should be consulted before beginning the FBA/BIP assignment.

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College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

I. Classroom Management Plan (18 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.

a. **Part One:** For this assignment, you will report on your own classroom management plan or observe another classroom of interest that includes students with mild-moderate exceptional needs. Pick one room and one class period (especially critical for secondary teachers) and include:

- i. A detailed drawing of the classroom including where centers, desks, etc. are located and your rationale for this particular arrangement (if visiting a classroom that is not your own, you will need to interview the classroom teacher to get information about the rationale)
- ii. A summary/sample daily schedule of the classroom teacher
- iii. A description of behavior management techniques/system used in the classroom and rationale for these choices (if visiting a classroom that is not your own, you may need to interview the classroom teacher to get some or all of this information)
- iv. The effectiveness of the current setting system (based on observation and/or your knowledge of the classroom if it is your own)

b. **Part Two:** After reviewing the current system, suggest changes based upon current research that would improve the classroom environment. Create the ideal classroom setting and include a second drawing to highlight the changes. Utilize specific citations to support keeping the current setting or making the changes you recommend. State your emerging philosophy of classroom management on which the revised behavior management system is based with references to philosophy/explanations of behavior discussed in the Scheuermann and Hall text and in class. A grading rubric is available on Blackboard for this assignment. Consult this rubric before beginning the assignment.

II. Comparison of School Wide Discipline Plans (6 points) group project, in class

Each group member will obtain the discipline plan from a school. Consider the “plan” as the document provided to parents, students, and teachers at the beginning of the school year. (this may be part of the school’s Response to Intervention approach). Within this document, the school’s rules, approach to reinforcing and enforcing rules, consequences for infractions, and other relevant information is described. Most schools have these documents readily available for parents and students on the school web site. *Note: Avoid accessing the school system’s handbook. Because you will be comparing a school’s procedures to the School wide Positive Behavior Interventions and Supports (SW-PBIS), a school plan is needed. Groups will be formed by the Instructor. Before the designated class session, you will independently compare/contrast your school’s plans to the SW-PBIS model.

During the designated class session, you will share your findings with your assigned group and identify commonalities among the group members’ major findings. A spokesperson for each group will briefly report the commonalities to the class. A grading rubric will be posted on Blackboard; please read this rubric prior to the assignment.

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.

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.

Other Assignments

Attendance/Participation (9 pts; 1pt/session)

Participation includes (but is not limited to) (a) participation in all class and group activities, (b) displaying evidence of having read material, and (c) being prompt. I plan each session with the expectation that all students will be present and will participate. If you are not in class, a point will be deducted from your participation grade for that class session, but you will be eligible to earn a point for the in-class assignment(s) for classwork points (see below). You must finish these assignments before the next class session. Please contact me if you will miss class.

(In-class) Classwork Assignments (27 pts total; each of 9 class sessions is 3 points) During our 9 course sessions, you will be asked to complete an assignment in class with your classmates. The assignments can be turned in after class or within 48 hours of the class session. The class sessions that include classwork assignments are indicated on the syllabus. Directions for each assignment will be given in class but the intent is for them to be completed in class. Some examples are:

Peer Exchange/Feedback. You will be given a task to complete prior to class and the expectation is that you will pair with a peer/small group, exchange the completed information, discuss, and make comparisons.

IRIS Modules. Modules, resources, and/or briefs will be completed individually or in small groups to reinforce course objectives. <https://iris.peabody.vanderbilt.edu/>

Article Review. The instructor will provide specific articles based on the session's topic from which students can choose. Students will work with a partner/small groups to develop a summary. The purpose of this assignment is twofold: first to identify research-based findings that are relevant to students with disabilities and second, to distill the major points of the article to a one-page summary.

Course Policies and Expectations

Attendance/Participation

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, (d) show evidence of having read/studied material, and (e) complete all in-class assignments to earn points for class participation.

Late Work

Assignments are due on the date indicated in the syllabus. If I change the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. I will accept late work ONLY in cases approved by me after discussion with the student at least one week before the assignment is due OR in cases of emergency (e.g., you or a loved one/significant other is incapacitated in some way). If you are not in class on the day an assignment is due, you are still responsible for submitting the assignment on or before the due date and time. This sounds harsh but the course is only 9 weeks long and if you get behind, it has a snowball effect that few can recover from before the end.

Other Requirements

Workload

Graduate-level courses require in-depth reading, study, and work on course requirements outside of class time. Students are expected to allot class study and preparation time in addition to time spent on assignments.

Written and oral language

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. Please use the following website for APA format guidelines: <http://apastyle.apa.org>. We will use person-first language in our class discussions, written assignments, and ideally in our professional practice.

Blackboard

We will use our course Blackboard website for much of our course work and material. You will be responsible for all material posted on the website. Please check it regularly.

**** I am REQUIRED to use your Mason email to correspond to you. If you do not check it frequently, please adjust the settings to forward the messages to your frequently used account.**

Grading Scale

95-100% = A (104 – 110 points)

90-94% = A (99 – 103 points)

87-89% = B+ (96 – 98 points)

83-86% = B (91 – 95 points)

80-82% = B (88 – 90 points)

70-79% = C (77 – 87 points)

< 69% = F (76 points)

Assignments	Points	Points Earned
Attendance/Participation	9	
Classwork Assignments	27	
FBA	22	
BIP	28	
Classroom Management Plan	18	
Comparison of School Wide Discipline Plans	6	
Total	110	

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Date	Reading Due	Topics	Assignments Due/ <i>Activities in class</i>
Thursday, January 7	S & H: Chapters 1 & 2 A & T: Chapter 1	<ul style="list-style-type: none"> ○ Introductions ○ Course/Syllabus Overview ○ Theoretical Models to Explain Challenging Behaviors ○ Roots of ABA 	
January 17	S & H: Chapters 3 & 4 Bring your school's discipline/behavior plan/PBIS plan	<ul style="list-style-type: none"> ○ Universal Supports & Interventions ○ Rules & Procedures ○ Comparison of school discipline/behavior plans 	<i>Review a school's plan and PBIS Plan</i>
January 24	S & H: Chapters 5 & 6	<ul style="list-style-type: none"> ○ Preventing challenging behavior ○ Classroom management strategies 	Comparison of School wide Discipline/Behavior Plans Due <i>IRIS modules – Classroom Management</i>
January 31	S & H: Chapter 7 A & T: Chapters 3 & 4	<ul style="list-style-type: none"> ○ Behavioral Objectives ○ Data Collection techniques 	<i>Part 1 of classroom management plan due to exchange with a peer and discuss improvements</i>
February 7	S & H: Chapter 9, 10, 11 (except pages 260-264) and Chapter 12 (p. 279 to end only)	<ul style="list-style-type: none"> ○ Social Skills Instruction ○ Schedules of Reinforcement ○ Crisis mgmt ○ FBA 	Classroom Management Plan Due <i>Observe and Collect Data Activity</i>
February 14	S & H: Chapter 8 A & T: Chapter 7	<ul style="list-style-type: none"> ○ FBA continued ○ BIP 	<i>Template for FBA</i>
February 21	A & T: Chapters 8, 9, 10	<ul style="list-style-type: none"> ○ Antecedent & Consequence Strategies 	FBA Project Due <i>Articles/Resources for Interventions</i>

February 28	A & T: Chapters 5 & 6	<ul style="list-style-type: none"> ○ Graphing Data ○ Single-Subject Designs 	<i>Peer Review/Exchange of FBA and plans for BIP</i>
March 7	A & T: Chapters 11 & 12	<ul style="list-style-type: none"> ○ Maintenance & Generalization ○ Self-Management ○ Course Wrap-up 	BIP Project Due

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendix

Assessment Rubric(s) on next pages

FBA/BIP

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
FUNCTIONAL BEHAVIOR ASSESSMENT			
<p>Student Description</p> <p><i>CEC/IGC Standard 1 ISCI 1 K11</i></p> <p>Candidate understands how exceptionalities may interact with development and learning and uses this knowledge to provide meaningful and challenging learning experiences.</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of the educational impact of student’s mild to moderate exceptional condition, attitude, interests, values, and behavior issues. <p><i>ISCI 1 K11</i></p>	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of: <ul style="list-style-type: none"> ○ the educational impact of student’s mild to moderate exceptional condition, attitude, interests, values, and behavior issues, and ○ the effect these conditions can have on the student’s life and learning. • Candidate provides an in-depth profile of the target student.
<p>Overview of Setting Context</p> <p><i>CEC/IGC Standard 2</i></p>	<ul style="list-style-type: none"> • Candidate provides a description of the classroom in which the target behavior occurs but does not examine the impact of the learning environment on behavior management. 	<ul style="list-style-type: none"> • Candidate describes the classroom in which the target behavior occurs and examines the impact of the learning environment on behavior management. <p><i>CEC/IGC Standard 2 ISCI 2 K1</i></p>	<ul style="list-style-type: none"> • Candidate describes the classroom in which the target behavior occurs and examines the impact of the learning environment on behavior management for the target student, peers, and adults.

	<p align="center">Does Not Meet Expectations</p> <p align="center">1</p>	<p align="center">Meets Expectations</p> <p align="center">2</p>	<p align="center">Exceeds Expectations</p> <p align="center">3</p>
<p><i>CEC/IGC Standard 2 ISCI 2 K1</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners.</p>	<ul style="list-style-type: none"> • 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 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 is valued. <p><i>CEC/IGC Standard 2 ISCI 2 S1</i></p>	<ul style="list-style-type: none"> • 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 is valued. • Candidate analyzes the classroom learning environment context in relation to basic classroom management theories and strategies for learners with mild to moderate exceptional learning needs.

	<p align="center">Does Not Meet Expectations</p> <p align="center">1</p>	<p align="center">Meets Expectations</p> <p align="center">2</p>	<p align="center">Exceeds Expectations</p> <p align="center">3</p>
<p>Indirect Assessment of Behavior (Interview)</p> <p><i>CEC/IGC Standards 2 & 4</i></p> <p><i>CEC/IGC Standard 2 ISCI S 4 S 4</i></p> <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidate uses multiple methods of assessment and data</p>	<ul style="list-style-type: none"> • Candidate does not sufficiently collaborate with and interviews family and/or professionals who have knowledge of the learner. • The candidate’s interview data does not contribute to an understanding of the behavior. 	<ul style="list-style-type: none"> • Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner. • Explore development and/or modifications of individualized indirect assessment strategies. <p><i>CEC/IGC ISCI 4 S 4</i></p> <ul style="list-style-type: none"> • 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 family and/or professionals. • Candidate identified ways to collect data on cultural influences that could contribute to an understanding of the behavior (as applicable). • Family and/or professional’s input and concerns are documented. 	<ul style="list-style-type: none"> • Candidate collaborates with and interviews family and/or professionals who have knowledge of the learner. Based on the interview, the candidate collects data on: <ul style="list-style-type: none"> ○ context of the behavior (setting events, antecedents, consequences), ○ learner reinforcement preferences, and ○ realistic expectations of the family and professionals. • Candidate also collects data on the behavior. • Candidate collects data any cultural influences that could contribute to an understanding of the behavior (as applicable). • Family input and/or professional’s input and concerns are documented. • The interview data consistently support the direct assessment of the learner behavior.

	<p>Does Not Meet Expectations</p> <p>1</p>	<p>Meets Expectations</p> <p>2</p>	<p>Exceeds Expectations</p> <p>3</p>
<p>sources in making educational decisions.</p>			
<p>Direct Assessment of Behavior</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> <p>Candidate creates safe,</p>	<ul style="list-style-type: none"> • Candidate assesses the behavior of the learner using ONLY anecdotal recording. • The candidate did not adapt or modify assessment procedures based on the unique abilities and needs of the learner with mild to moderate exceptional learning needs. 	<ul style="list-style-type: none"> • Candidate implements procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities through anecdotal recording and ABC data collection. <p><i>CEC/IGC Standard 2 ISCI 2 S6</i></p> <ul style="list-style-type: none"> • Candidates describes the rationale for the development and/or modifications of individualized direct assessment strategies to assess the learners' behavior <p><i>CEC/IGC ISCI 4 S 4</i></p>	<ul style="list-style-type: none"> • Candidate implements evidence-based procedures for assessing and reporting both appropriate and problematic social behavior of the learner with mild to moderate exceptional learning needs through anecdotal recording AND two other forms, including ABC Data collection, scatterplots, or other forms discussed in class. • The candidate includes additional direct data collection methods to further inform about the behavior and the effects of the exceptional learning needs.

	<p>Does Not Meet Expectations</p> <p>1</p>	<p>Meets Expectations</p> <p>2</p>	<p>Exceeds Expectations</p> <p>3</p>
<p>inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>			
<p>Operational Definition of Problem Behavior</p> <p><i>CEC/IGC Standard 4</i></p> <p><i>CEC/IGC Standard 4 IGC4 S1</i></p>	<ul style="list-style-type: none"> • Candidate identifies the problem behavior but provides an operational definition that does not include either conditions, problem behavior, or criterion. 	<ul style="list-style-type: none"> • Candidate identifies and provides a clear operational definition of the problem behavior, including conditions, problem behavior, and criterion with consideration of the student's exceptionality. <p><i>CEC/IGC Standard 4 IGC4 S1</i></p>	<ul style="list-style-type: none"> • Candidate identifies and provides a clear operational definition of the problem behavior, including conditions, problem behavior, and criterion with consideration of the student's exceptionality. • Candidate provides specific examples of the problem behavior related directly to the target behavior.

	<p>Does Not Meet Expectations</p> <p>1</p>	<p>Meets Expectations</p> <p>2</p>	<p>Exceeds Expectations</p> <p>3</p>
<p>Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>			
<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> <p>Candidate creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.</p>	<ul style="list-style-type: none"> ● Candidate provides a hypothesis for the function and purpose of the problem behavior that is incorrect or is not substantiated by data. 	<ul style="list-style-type: none"> ● Candidate provides an accurate function and purpose of the problem behavior. ● Candidate provides evidence of having examined at least one of the following in establishing the function and purpose of the behavior: <ul style="list-style-type: none"> ○ the impact of the learners’ 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 exceptionalities. <p><i>CEC/IGC Standard 2, ISCI 2 K 4</i></p>	<ul style="list-style-type: none"> ● Candidate provides an accurate function and purpose of the problem behavior. ● Candidate provides evidence through examples of having examined multiple areas from below in establishing the function and purpose of the behavior: <ul style="list-style-type: none"> ○ the impact of the learners’ 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 variation.

BEHAVIOR INTERVENTION PLAN (BIP)

	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. 	<ul style="list-style-type: none"> • Candidate provides a statement of the desired replacement or alternative behavior. 	<ul style="list-style-type: none"> • 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.
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 that does not take the individual learner’s needs or the classroom context into consideration. • Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program. 	<ul style="list-style-type: none"> • Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner: <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 	<ul style="list-style-type: none"> • Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner: <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

		<p>healthy snacks to students who have weight concerns or who have diabetes).</p> <ul style="list-style-type: none"> • Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs <p><i>CEC/IGC Standard 5 IGC5 S22</i></p>	<p>healthy snacks to students who have weight concerns or who have diabetes).</p> <ul style="list-style-type: none"> • Candidate provides evidence of use of class lecture and readings in determining the reinforcement and activity preferences of the learner. • Candidate describes a complete reinforcement and activity preference plan that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs.
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