



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

Fall 2019

EDSE 502 DL2: Classroom Management and Applied Behavior Analysis

CRN: 71942, 3 – Credits

<b>Instructor:</b> Dr. Sharon Ray	<b>Meeting Dates:</b> 8/26/2019 – 12/18/2019
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<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> On-line
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- **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 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

This course will be delivered online (76% or more) using synchronous format via 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 Monday, August 26<sup>th</sup>.

**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: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

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

### *Expectations*

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays and finish on Sundays at 11:59 p.m.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services. Provide corresponding documentation to the instructor within one week of the course start date.

## **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**

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* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson.

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

### **Recommended Textbooks**

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

***\*Please purchase the editions with the dates shown in parentheses. Do not purchase or plan to use previous editions.***

### **Required Resources**

Students will be accessing the Mason library for recent research pertaining to course topics a few times during the semester. For some course topics (e.g., Research Analysis, crisis intervention), there are required readings, which will be posted on the Bb site for that course session.

### **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)**

For EDSE 502, the required PBA is Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). For the FBA and BIP project, you will select a learner with mild-moderate exceptional learning needs who also demonstrates problem behavior(s).

#### **1. Functional Behavioral Assessment (75 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/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. The rubric and resources should be thoroughly reviewed prior to beginning the assignment and well in advance of the due date.

**College Wide Common Assessment (TK20 submission required)**

None

**Performance-based Common Assignments (No Tk20 submission required)**

None

**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. 502 students will work with the teacher to target a student who meets requirements for this field experience, interview the teacher using a specific format provided, then observe the student approximately six to eight sessions.

**A. 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](mailto: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.

**B. 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.

**C. 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.

**D. Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from [EDSEfld@gmu.edu](mailto: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**

#### **3. Comparison of School Discipline/Behavior Plans (20 points)**

For this assignment, you 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. 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. Avoid accessing the school system’s handbook because you will be comparing a school’s procedures to the School Wide Positive Behavior Intervention Supports, so a school plan is needed.

Your task is to compare and contrast your selected school’s plan to the Positive Intervention and Support (PBIS) model and report your findings. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.

#### **4. 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 will report on your own classroom management features or observe a general education co-taught setting (must be classroom where students with disabilities are educated) if you are not currently teaching in a school setting. More information about this assignment (including a grading rubric) can be found on Blackboard and should be reviewed prior to beginning the assignment.



5. **Reading Checks (4 at 15 points each/60 points):** You will complete one reading check for each module in this course. These reading checks assess your understanding and recall of the assigned chapters in the textbooks. You may use the textbooks and your notes to help you complete these checks, and there is no time limit. You may take each reading check twice, and your higher grade will be counted.
6. **Apply the Concept (4 at 15 points each/60 points):** You will complete one “apply the concept activity” for each module. These assignments check your understanding of the content and your ability to apply these concepts to various scenarios. You may use the textbooks and your notes to help you complete these checks.
7. **Discussion Board (3 at 5 points each/15 points):** You will participate in two Blackboard discussion boards in this course. Specific instructions will be given for each discussion board and should be reviewed prior to beginning the assignment.

<b>Online EDSE 502 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations</b>		
<b>Assignment</b>	<b>Points earned by EDSE 502 student</b>	<b>Total points available</b>
• Comparison of School Discipline/Behavior Plans		20 points
• Reading Checks (4 reading checks @ 15 points each)		60 points
• Classroom Management Plan (CMP)		60 points
• Apply the Concept Activities (4 activities @ 15 points each)		60 points
• Discussion Boards (3 discussion boards @ 5 points each)		15 points
• Functional Behavioral Assessment (FBA)		75 points
• Behavior Intervention Plan (BIP)		75 points
<b>TOTAL</b>	<b>Your total...</b>	<b>... / 365 points</b>
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.		

## Course Policies and Expectations

All course work will be online in an Asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Several assignments require participation from individuals and classmates by specific dates or in sufficient time for classmates' responses. **To maximize your preparation and participation, it is recommended that you:**

- Read all the way through each module one time initially. That way you know what you need to focus on and prioritize (i.e., what's coming up soon? Later?).
- Develop a timeline for the assignments (individual and/or group) so you have plenty of time to post, react to peers' posts, gather materials as needed for upcoming assignments, prepare assignment drafts, and refine assignment prior to submission for a grade.
- Pace yourself well; individual and independent online courses do not mean you can wait until the last minutes to get the work done! Peers are dependent on you at times, and your success is also dependent on your preparation to complete assignments well in advance of due dates.

### Late Work

Work is considered on time if it is submitted by 11:59 p.m. 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.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

## Other Requirements

### *Communication.*

The best way to contact me is through email. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only.

### **Grading Scale**

95-100% = A

90-94% = 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. 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. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

**Class Schedule *All times are EST***

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

Date	Event	Readings	Assignments
<p>Opens on 8/26/19</p> <p>All assignments due 11:59 p.m. on 9/15/19</p>	<p>Module 1</p>	<ul style="list-style-type: none"> <li>• Alberto &amp; Troutman Chapter 1</li> <li>• Scheuermann &amp; Hall Chapters 1, 2, 3, &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board 1: Introductions <b>(Part 1 due 9/9)</b></li> <li>• Apply the Concept 1</li> <li>• Reading Check 1</li> <li>• Module Assignment: Comparison of Schoolwide Discipline Plans</li> </ul>
<p>Opens on 9/16/19</p> <p>All assignments due 11:59 p.m. on 10/6/19</p>	<p>Module 2</p>	<ul style="list-style-type: none"> <li>• Alberto &amp; Troutman Chapter 8</li> <li>• Scheuermann &amp; Hall Chapters 5, 6, &amp; 7</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the Concept 2</li> <li>• Reading Check 2</li> <li>• Module Assignment: Classroom Management Plan</li> </ul>
<p>Opens on 10/7/19</p> <p>All assignments due 11:59 p.m. on 11/3/19</p>	<p>Module 3</p>	<ul style="list-style-type: none"> <li>• Alberto &amp; Troutman Chapters 3-7</li> <li>• Scheuermann &amp; Hall Chapter 8</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the Concept 3 (<b>Suggested submission dates: Part 1 due 10/14; Part 2 due 10/21</b>)</li> <li>• Reading Check 3</li> <li>• Module Assignment: FBA</li> </ul>
<p>Opens on 11/4/19</p> <p>All assignments due 11:59 p.m. on 12/2/19</p>	<p>Module 4</p>	<ul style="list-style-type: none"> <li>• Alberto &amp; Troutman Chapters 8, 9, &amp; 11</li> <li>• Scheuermann &amp; Hall Chapters 10 &amp; 11</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the Concept 4</li> <li>• Reading Check 4</li> <li>• Discussion Board (<b>Suggested submission dates: Part 1 due 11/13 ; Part 2 due 11/20</b>)</li> <li>• Module Assignment: BIP</li> <li>• TK20 Submissions</li> </ul>

## 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](mailto: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)

#### BEHAVIOR INTERVENTION PLAN (BIP) Tk20 Rubric: Your target is “2” for Meets Expectations.

**NOTE: A *different* rubric will be used for the scored BIP; use that rubric for developing the BIP.**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<b>Expected Outcome or Target Goal</b>	<ul style="list-style-type: none"> <li>● Candidate provides an incomplete or unclear statement of the desired replacement or alternative behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a statement of the desired replacement or alternative behavior.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<b>Reinforcer and Activity Preference Assessment</b>  <i>CEC Standard 5</i>  <i>CEC/IGC Standard 5</i> <i>IGC5 S22</i>	<ul style="list-style-type: none"> <li>● Candidate provides an incomplete reinforcer and activity preference assessment that does not take the individual learner’s needs or the classroom context into consideration.</li> <li>● Candidate provides a description that only partially integrates the reinforcers and preferences into the intervention program.</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:               <ul style="list-style-type: none"> <li>○ learner’s chronological age (CA),</li> <li>○ school rules as applicable,</li> <li>○ peer/friend practices,</li> <li>○ parent/teacher/friend’s opinions, and/or</li> <li>○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).</li> </ul> </li> <li>● Candidate describes a complete reinforcement and activity preference plan that will be</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate indicates how the following variables were assessed to determine the reinforcement and activity preferences of the learner:               <ul style="list-style-type: none"> <li>○ learner’s chronological age (CA),</li> <li>○ school rules as applicable,</li> <li>○ peer/friend practices,</li> <li>○ parent/teacher/friend’s opinions, and/or</li> <li>○ medical/physical needs (e.g., offering diet beverages and healthy snacks to students who have weight concerns or who have diabetes).</li> </ul> </li> <li>● Candidate provides evidence of use of class lecture and readings in determining the reinforcement and activity preferences of the learner.</li> <li>● Candidate describes a complete reinforcement and activity preference plan</li> </ul>

		<p>integrated into the intervention plan for the learner with mild to moderate exceptional learning needs</p> <p><i>CEC/IGC Standard 5 IGC5 S22</i></p>	<p>that will be integrated into the intervention plan for the learner with mild to moderate exceptional learning needs.</p>
<p><b>Intervention Plan</b></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"> <li>● Candidate designs a behavior intervention plan that lacks evidence-based interventions, reinforcers, and reinforcement schedules that are in alignment with the needs of the learner with mild to moderate exceptional learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>● 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 problem behavior prevention and intervention. <i>CEC Standard 5 IGC5 S 9</i></li> <li>● Specifically, the candidate selects and provides a rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs.</li> <li>● The candidate provides the steps for teaching appropriate replacement behaviors.</li> <li>● The candidate designs a schedule of reinforcement that is in alignment with learner needs.</li> <li>● The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the</li> </ul>	<ul style="list-style-type: none"> <li>● Candidate designs a comprehensive behavior intervention plan including a measurable behavioral objective. The candidate describes core non-aversive behavior support methods relating to problem behavior prevention and intervention.</li> <li>● Specifically, the candidate selects and provides a rationale for the evidence-based intervention strategies that are least intrusive to teach appropriate replacement behaviors for the learner with mild to moderate exceptional learning needs.</li> <li>● The candidate provides the steps for teaching appropriate replacement behaviors.</li> <li>● The candidate designs a schedule of reinforcement that is in alignment with learner needs.</li> <li>● The intervention plan is clear and specific enough that a substitute teacher could implement the intervention based on the description.</li> <li>● The candidate uses technology to design and /or support their intervention plan.</li> </ul>

<p><b>Evaluation and Impact of Intervention Plan</b>  <i>CEC/IGC Standard 5</i>  <i>CEC/IGC ISCI 5 S 11</i></p>	<ul style="list-style-type: none"> <li>● Candidate includes the data collection chart and the reason for their choice, but does not provide a plan for reviewing the data.</li> <li>● Candidate does not reflect on the invention plan to ensure that a variety of non-aversive techniques are planned to control the student's target behavior and the plan does not integrate appropriate adaptations and technology as needed.</li> </ul>	<p>description.</p> <ul style="list-style-type: none"> <li>● Candidate provides a data collection plan to measure the behavior specific 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 continual observations.</li> <li>● Candidate includes a procedure for data review so that responsive adjustments can be made if the intervention plan is not working.  <i>CEC/IGC Standard 5 ISCI 5 S 11</i></li> </ul>	<ul style="list-style-type: none"> <li>● Candidate provides a data collection plan to measure the behavior specific 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.</li> <li>● Candidate includes a procedure for data review so that changes can be made if the intervention plan is not working.</li> <li>● Candidate reflects on the intervention plan to ensure that a variety of non-aversive techniques are planned to control the student's target behavior and the plan integrates appropriate adaptations and technology as needed.</li> <li>● 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 mild to moderate exceptional learning needs.</li> </ul>
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