EDSP 413 (EDSP 4030): Behavior Supports, Social Skills, and Classroom Management (3 units)

Instructor: Class Location:
Office: Class Time:
Office Hours: Telephone:
Email:

Instructor E-mail Policy
I welcome emails from students! I prefer students needing assistance to communicate with me via my CSULA email or in person during office hours rather than telephone. Please be sure to put EDSP 4030 in your subject heading. If you have not received a response from me within 36-48 hours, please resubmit your email. I check and respond to voicemail only as time permits. It is important to remember that all professors have different email policies.

1. Catalog Description:
Prerequisites: EDSP 4001 or concurrent. Introduction to principles and application of Positive Behavioral Support and intervention, facilitating appropriate behavior, creating healthy environments, promoting positive social interactions for students with special needs.

2. Professional Statements
   A. Vision, Mission and Conceptual Framework For Professional Preparation
   The Charter College of Education (C COE) is a learning community of faculty, administrators, staff, C COE students, and community members that work collaboratively to ensure that all C COE students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

   B. Statement of Reasonable Accommodation
   The Charter College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring consideration of reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with disability to have an equal opportunity to be successful.
Special Note: If you have a disability that may impact your learning in this course, you are encouraged to make an appointment with me as soon as possible so that we can discuss your needs and accommodations.

C. Student Conduct
Student conduct is viewed as a serious matter by the faculty members of the Charter College of Education. The Charter College faculty members assume that all students will conduct themselves as mature citizens of the campus community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see student conduct: rights and responsibilities, and student discipline, CSULA General Catalog). Academic honesty is expected of all students in the Charter College, in accordance with University policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

D. Technology
For formal admission to credential, certificate, or Masters Degree programs in the Charter College of Education, each student must:
1. Own or have ample access to a computer (ex. in CSULA computer labs, or at home or work)
2. Have general knowledge of operation and care of a computer, computer hardware/software, and be able to implement some basic troubleshooting techniques (ex. check connections, restart the computer, etc.)
3. Have an email account (available free of charge to all CSULA students)
4. Have a basic understanding of how to use the internet.

Students should anticipate that their use of these skills will be integrated within courses in their programs. Students who fail to meet any of the above expectations are strongly advised to take an introductory computers course before they are formally admitted to the Charter College of Education.

Statement on “email as an official form of communication at CSLA”
Cal State L.A.’s “official” means of communicating with students is through electronic mail (e-mail) using students’ Cal State L.A. assigned email address. E-mail provides an environmentally sensitive, timely, and cost-effective means of communicating University business and academic information. Students are expected to access their Cal State L.A. e-mail account on a regular basis so that official university, college, department and course communications are delivered and received in a timely manner, and students do not miss important communications. Students are considered to have been “officially notified” when information is sent to their Cal State L.A. email address. If you wish, you may forward your Cal State L.A. emails to another account. This is easily done by following the instructions that may be found at the following link:
http://www.calstatela.edu/its/docs/pdf/forwarding_emails.pdf

Note: Redirecting your email does not relieve you of your responsibilities associated with official communications sent by Cal State L.A.

Important Note: If you would like to receive a real-time text notification in the case of a campus emergency, please sign up at http://www.calstatela.edu/univ/police.

3. Student Outcomes – Content Standards and Performance Standards
At the completion of the course the candidate will show evidence of having met the following content and performance standards:

**Course Content and Performance Standards:**

**Content Standard 1.0:** To demonstrate an understanding of specific classroom management issues.

**Performance Standard:** Students will discuss and provide original examples of how to manage the classroom environment.

1.1 Use of classroom space
1.2 Use of materials
1.3 Maintaining routines
1.4 Scheduling
1.5 Curricular adaptations

**Content Standard 2.0:** To demonstrate an understanding of meaningful data collection in the classroom.

**Performance Standard:** Students will create and present examples of skills related to data collection.

2.1 Creating useful data sheets
2.2 Event recording
2.3 Interval recording
2.4 Graphing and other skills related to long-term data maintenance

**Content Standard 3.0:** To perform and interpret functional assessments.

**Performance Standard:** Students will demonstrate a detailed understanding of the process and use of functional assessment.

3.1 Identifying state-mandated aspects of functional assessment
3.2 Generating hypotheses from descriptive assessments
3.3 Using hypotheses to generate behavioral intervention plans

**Content Standard 4.0:** To teach alternative skills.

**Performance Standard:** Students will be able to use applied behavioral analytic principles to implement and evaluate behavior plans for replacing problematic classroom behaviors with functional alternatives.

4.1 Using principle of functional equivalence to select alternative skills
4.2 Incorporate understanding of students’ strengths and preferences into plan
4.3 Writing comprehensive behavioral objectives
4.4 Using differential reinforcement
4.5 Incorporating of broader social skills needs into plan

**Content Standard 5.0:** To promote independent use of new skills

**Performance Standard 5.1:** Students will demonstrate an understanding of generalizing behavioral and social skills gains.

5.1.1 Defining and discussing the methods for promoting generalization
5.1.2 Incorporating generalization goals into behavioral support plans

**Performance Standard 5.2:** Students will demonstrate an understanding of self-regulatory strategies.
5.2.1 Self-monitoring of behavior and environment
5.2.2 Self-management
5.2.3 Teaching students to reward themselves
5.2.4 Measuring independence

Content Standard 6.0: Teaching appropriate social behavior

Performance Standards 6.1: Students will discuss and illustrate factors involved in increasing social competency in the classroom.
   6.1.1 Understanding social validity related to social skills goals
   6.1.2 Targeting meaningful social outcomes
   6.1.3 Inclusion of peers in the learning process

Performance Standard 6.2: Students will discuss and illustrate social skills curricula.
   6.2.1 Creating effective classroom rules
   6.2.2 Noticing and rewarding prosocial behavior
   6.2.3 Creating effective group activities and goals

California Teaching Performance Expectations (TPEs)
This course addresses the following Teacher Performance Expectations for the Education Specialist Preliminary Teaching Credential:

   TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
   TPE 4: Making Content Accessible
   TPE 5: Student Engagement
   TPE 6: Developmentally Appropriate Teaching Practices
   TPE 10: Instructional Planning
   TPE 11: Social Environment

4. Course Requirements
   o Attendance is mandatory at all class sessions on campus. The only way that we can influence each other is by being together and engaging in shared experiences. If you do miss a class, please get the content information from another student. You will be expected to actively and thoughtfully contribute to full and small group discussions in class. This class will involve numerous in-class activities pertaining to readings, videos, and case studies. In-class activities cannot be made up. Regular attendance is critical for meaningful learning. Only one excused absence is allowed. Students absent for more than one class period will not likely receive an A in the course. Students missing 2 or more sessions are unlikely to receive higher than a C.

   o It is essential to come to class prepared by reading the assigned chapters and articles in advance so that you can discuss, relate, and apply the information.

   o Due dates for all assignments are final. Assignments will not be accepted late unless previous arrangements have been mutually agreed upon. You must make every effort to turn in assignments by the due dates. Points (10%) will be deducted for late assignments even if previous arrangements were mutually agreed upon. All assignments, with the exception of the online
modules, must be turned in to the instructor at the beginning of the class session in which they are due.

- **Use the following reference for style and format issues related to written assignments:**

- Students are required to electronically save all works onto their computers, external hard drive, flash drive, etc. in case any work becomes lost. *Burden of proof of assignment completion is upon the student.*

### 5. Assessment Procedures

**READINGS:** Students are expected to complete all of the readings as assigned to enhance their knowledge of the content presented in class. Information presented in the class may or may not be included in the readings.

**ATTENDANCE AND PARTICIPATION IN CLASS ACTIVITIES (60 points)**

Students are expected to attend each class session and to participate actively in the class discussions, activities, and reflections.

**PRIMARY AND SECONDARY LEVEL SUPPORTS (50 points)**

Students will create rules, schedules, organization systems, behavior systems for use in their mentor’s classroom.

**BEHAVIOR CHANGE PROJECT PLAN (30 points)**

Students will begin work on their functional assessment and intervention project to be performed with one of the students in their mentor’s classroom. See description of Behavior Change Project and grading rubric in syllabus. The final Behavior Change Project assignment will be due in Fall 2015 during the EDSP 503/504 residency fieldwork.

**QUIZZES (60 points)**

There will be three quizzes covering a section of readings and lectures (20 points each).

### 6. Grading Procedures

This course is graded on a total of 200 points. The points are obtained from the primary and secondary supports assignments, behavior change project plan, attendance/participation in class activities, and quizzes.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation</td>
<td>60</td>
</tr>
<tr>
<td>Primary and Secondary Level Supports</td>
<td>50</td>
</tr>
<tr>
<td>Behavior Change Project Plan</td>
<td>30</td>
</tr>
<tr>
<td>Quizzes</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total Points in Course:</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

The points earned on each of the assignments are averaged. The final grading scale is as follows:
<table>
<thead>
<tr>
<th>Score Range</th>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>180 - 200 + points</td>
<td>90 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>160 - 179</td>
<td>80 – 89%</td>
<td>B</td>
</tr>
<tr>
<td>140 – 159</td>
<td>70 - 79%</td>
<td>C</td>
</tr>
<tr>
<td>120 – 139</td>
<td>60 – 69%</td>
<td>D</td>
</tr>
<tr>
<td>119 or below</td>
<td>59% and below</td>
<td>F</td>
</tr>
</tbody>
</table>

*Incompletes will be granted only in accordance with the University policy.*

7. Required Reading

**Texts:**


**Journal articles and book chapters available in the library database or Moodle:**


8. Course Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Topics</th>
<th>Assignments</th>
<th>Readings</th>
</tr>
</thead>
</table>
| Session 1 | Course Overview  
Theories of understanding behavior  
Positive Behavior Support  
Cultural diversity and English Language Learners | | A&T Chapter 1  (Theories to explain behavior. Roots of ABA)  
Carr Chapter 1  (Preliminary Considerations)  
Reading: Cultural Diversity and ELL  
Reading: Dunlap et al (2008) |
| Session 2 | Introduction to tiered levels of intervention  
Primary level of intervention: classroom management for students with and without special needs. Strategies for managing school and/or class-wide behaviors (e.g., routines, classroom organization, schedules, rules)  
Collaboration | Create rules of classroom and or school  
Create Classroom schedule  
Create Organization system (behavior and work systems, schedule) | A&T: 9th Chap 7  
Reading: Carr et al |
<table>
<thead>
<tr>
<th>Session 3</th>
<th>Secondary levels of intervention for all students with and without special needs. Specific challenges for students with Emotional Behavioral Disorders &amp; Autism Spectrum Disorders Operationally defining behaviors</th>
<th>DSM EBD and ASD Videos</th>
<th>Carr Chapter 2 (crisis interventions) Reading: Wiley, Siperstein, Formess, &amp; Brigham (school context EBD) Reading: Kilian, Fish, Maniago, Carr Chapter 2 (crisis interventions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 4</td>
<td>Tertiary levels of intervention Functional assessment. Understanding and addressing the communicative functions of challenging behavior</td>
<td>Quiz 1</td>
<td>Carr Chapter 3 (Purpose of Behavior) Carr Chapter 4 (FA Describe)</td>
</tr>
<tr>
<td>Session 5</td>
<td>Continuation of Level 3 (Tertiary level of intervention) Functional Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 6</td>
<td>Collecting and measuring behavior. Developing Positive Behavior Intervention plans that have good contextual fit with family values.</td>
<td>Data collection in class On line iris modules</td>
<td>A&amp;T Chapter 4 (Data Collection)</td>
</tr>
<tr>
<td>Session 7</td>
<td>Categorization and verification of data (FBA). Strategies for increasing behavior. Strategies for decreasing behavior. Differential Reinforcement of Behavior.</td>
<td></td>
<td>Carr Chapter 5 (FA Categorize) Carr Chapter 6 (FA: Verify)</td>
</tr>
<tr>
<td>Session 8</td>
<td>Creating healthy, social, and safe behavior and learning environments for all students. Suicide prevention/bullying, drugs, and alcohol use. Collaboration with IEP teams including medical professionals.</td>
<td>On line website - CEEDAR <a href="http://www.pbis.org">www.pbis.org</a> Quiz 2</td>
<td>A&amp;T Chapter 2 (Ethics)</td>
</tr>
<tr>
<td>Session 9</td>
<td>Graphing data. Writing objectives.</td>
<td>Write IEP goals targeted to behavior and social skills</td>
<td>A&amp;T Chapter 5 (Graphing data) A&amp;T Chapter 3 (Writing Behavior Objectives)</td>
</tr>
<tr>
<td>Session 10</td>
<td>Behavioral interventions. Building rapport, improving communication, &amp; providing choices. Social emotional (early childhood), social and or behavioral goals.</td>
<td></td>
<td>Carr Chapter 7 (Rapport) A&amp;T Chapter 10 (DRA; Antecedent control)</td>
</tr>
<tr>
<td>Session 11</td>
<td>Social skills instruction. Promoting friendships Three levels of support (individual, group and whole group).</td>
<td>Create social skills games/activities to improve social functioning Videos of social clubs, peer mediated, adult facilitated</td>
<td>Koegel, Talebi &amp; Koegel, (2006). Reducing Ritualistic Behavior</td>
</tr>
<tr>
<td>Session 12</td>
<td>Reduction of self-stimulatory behavior</td>
<td>Quiz 3</td>
<td></td>
</tr>
</tbody>
</table>
**Session 13**  
Generalization and maintenance of behavior change.  
Self-management of behavior.  
Inclusion of family and team members, medical professionals.  

Create self management program for an individual or group of students  

**Carr Chapter 10**  
(Delay of reinforcement)  
**A&T Chapter 11**  
(Generalization)  
**Carr Chapter 13**  
(Generalization)  
**Carr Chapter 14**  
(Maintenance)  
**A&T Chapter 12**  
(Self-Management)

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**Session 14**  
Functional Analysis – ethical and legal practices.  
Family systems  
Culture, diversity, and individualization

Reading: cultural diversity

**Session 15**  
On-going evaluation  
Course summary

**Behavior Change Project Plan Due**

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**BEHAVIOR CHANGE PROJECT**

The purpose of the behavioral change project is to extent your understanding of behavioral interventions from textbook knowledge of concepts and principles to applications in your classrooms. This project will involve your using the course readings and class lectures to perform a functional assessment and design an intervention with a student. Please include any data and references where appropriate. The paper will need to be written up in **APA style** following the format described below:

**TIPS:**
- Choose a behavior(s) that is (are) easy to operationally define (i.e., hitting, speaking out, flopping on the floor, getting out of seat).
- Keep in mind, from this point on, that you will be eventually teaching the student a new replacement behavior. Using only a simple behavior management strategy (e.g., rewards) will result in a failing grade.
- Writing must reflect sophisticated graduate level work!! Writing should consist of clear, concise, observable information about the individual.
- Be professional in your writing as if you were to include this report in the child’s file. Any team member may read it, so you need to write in a way that is objective and clear without assigning blame to parents, teachers, or caregivers. Rather, writing should reflect a collaborative style.
- Be sure your Behavior Support Plan includes all the components of Positive Behavior Support as discussed in class (refer to detailed description below and also refer to rubric)

**I. Title Page**

**II. Introduction**  
The introduction should include a description of the student whose behavior will be observed. Include the individual’s age, gender, ethnicity, primary language, grade level, and setting. If applicable you may also include a diagnosis that the individual has received along with specialized services that are
provided (e.g., speech therapy, counseling, etc.) A description of the student’s academic and behavioral functioning levels must be provided with examples. As with any report or discussion of a student, a description of the student’s behavioral, academic, and personal strengths is required, in addition to a description of needs. Fictitious names should be used to ensure confidentiality. Include a definition of Target Behavior(s): Describe each target behavior (problem) in measurable, observable terms.

(Approximately 1-2 pages)

III. Methodology/Functional Assessment (approximately 2–3 pages).

- Functional Assessment Procedures & Functional Assessment Forms: A functional assessment section will include a narrative of the relevant information about how you performed the observations and how your data were collected for your functional assessment. The persons, settings, and procedures involved should be described thoroughly. This must include the activity or situation within which you chose to observe the behavior. Functional Assessment Forms: Describe what type of information was gathered on the forms that you used (e.g., setting, social context, date, and so forth). If appropriate, provide references [e.g., Functional Assessment Data cards (Carr et al.1994); Frea, Koegel, & Koegel (1994), etc.] Actual copies of the data collection forms should be provided in the appendix.

- Data collection procedures of target behavior & Data collection forms. Describe the methods used to collect behavior data (e.g., interval recording or frequency recording, total number of observations, duration, etc.) along with any calculations. Behavioral data collection forms. Include a description of the data collection sheets that were used during the behavioral observation.

IV. Presentation of FA Data (approximately 2-3 pages).

This section will allow you to describe the findings of your functional assessment. Here you will describe the functional assessment data and interpret their meaning in regards to the student’s needs. Include a discussion of the antecedents and consequences of the behavior (ABC). You will offer a hypothesis about the function of the student’s behavior(s). Summarize the FA findings and provide examples as needed to support your hypothesis. Functional Assessment Data: You will hand in the actual data sheets or cards (or a photocopy) that you may have used to collect data.

V. Presentation of Results of Baseline Behavior Data

In addition to presenting on the FA data, you will also present on the occurrences of the target behaviors both prior to and during intervention. A graph must be provided along with a narrative description of the graph in the text.

- Baseline Measurement: A complete summary of the baseline information must be provided.
- Graph: A graph presenting the data collected from the functional assessment must be included in this section.

IV. Behavioral Support Plan

Here you will discuss the training and support plan. Present the proposed replacement behavior(s) along with a rationale for teaching specific new skill(s) to the student, as well as any needed modifications to the classroom or curriculum. Please include references where appropriate. The replacement behavior(s) MUST serve the same function(s) as the target behavior(s). The method that you would use to teach the replacement behavior must be described in detail.

- Be sure your Behavior Support Plan addresses each of the 5 components of Positive Behavior Support as discussed throughout the course.
  o Proactive (vs. Reactive)
System Level (vs. individual focused)
Based on Function of Behavior (vs. based on topography of behavior)
Teaches Skills (vs. reduction of disruptive communication)
Improves quality of life (vs. reduction of challenging behavior only)

Describe how the student was (would be) trained and reinforced for using the replacement behavior.
Discuss how the behavior will be generalized and maintained (e.g., prompting techniques, fading of support).
Clearly describe the intervention measurement procedures (they should be similar to those at baseline phase).
Evaluate the behavior support plan and the change in the target behavior(s).
Behavior support plan should be developed to include good contextual fit with family values.

V. Discussion and Critical Reflection
Describe how the plan you developed fit the needs and description of the student including individualized needs, strengths, cultural variables, and family values. What will you do to change or continue the intervention? What might you do differently next time? How was applied behavior analysis useful? Reflect on the experience as a whole.

VI. References (in APA format)

VII. Appendices

Residents will contact their mentors in Summer 2015 to discuss the requirements for this Behavior Change Project assignment, deciding upon potential target student(s) and outline of when tasks will be completed during Sept/Oct of 2015. Final deadline for assignment will be posted in EDSP 503/5041 fieldwork residency syllabus. Final assignment must be completed by November 2015.

A one-page summary of contact with mentor regarding this assignment and preliminary plan for completion in fall will earn the resident the 30 points for this Behavior Change Project Plan assignment in EDSP 4030.

Grading of the Primary level of intervention
Assignment and Rubric for creation of the Primary level of interventions:

<table>
<thead>
<tr>
<th>Criteria Quality</th>
<th>Classroom Rules</th>
<th>Organization</th>
<th>Group Behavior Management</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding (A)</td>
<td>Rules stated clearly</td>
<td>Work systems are created.</td>
<td>Based on proactive strategies</td>
<td>Collaboration with colleagues (teachers, aides, and professionals) input. More than just sharing but accepting input</td>
</tr>
<tr>
<td></td>
<td>Rules include positive examples</td>
<td>Seating arrangements are included.</td>
<td>Includes teaching prosocial behaviors</td>
<td>Students included in the process</td>
</tr>
<tr>
<td></td>
<td>Number of rules are appropriate</td>
<td>Grouping of students are considered.</td>
<td>Clearly stated goals</td>
<td>Collaboration is considered throughout all levels of the organization and across</td>
</tr>
<tr>
<td></td>
<td>Age appropriate</td>
<td>Placement of materials is considered.</td>
<td>Appropriate to age, grade, and functioning level.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rules are referred to often</td>
<td>Schedule is created.</td>
<td>Creative and engaging, individualization is possible for specific students.</td>
<td></td>
</tr>
</tbody>
</table>

Grading of the Primary level of intervention
Assignment and Rubric for creation of the Primary level of interventions:
### Grading of Final Behavior Change Project

These are the general guidelines used to organize the allotment of points for the Behavior Change Project during Fall 2015:

#### Introduction
10 points

- A clear description of the individual (age, classroom setting, supports)
- What are the student’s strengths and needs (provide examples)
- Operational definitions of target behavior(s)
- Writing is formal and objective. In your writing, use a collaborative writing style that does not assign blame to team members.

#### Methodology/Functional Assessment Procedures
30 points

- Clear and brief description of the interview data (and observation if conducted)
- Clear description of how data were collected for the FA
- Clear description of the data collection forms (with references) and their use
- Clear description of the data recording forms (e.g., frequency or interval data)

#### Presentation of Data - Results
30 points

- Summary of FA results. Hypothesis clearly stated and based on patterns identified

<table>
<thead>
<tr>
<th>Category</th>
<th>Above Average (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>Most of the above components are in place but one may be missing</td>
</tr>
<tr>
<td>Work System(s)</td>
<td>Work system(s) are created and clear</td>
</tr>
<tr>
<td>Criteria Met</td>
<td>All but one of the above criteria may be met.</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Colleagues, students, and professionals are included in the creation of the systems and in the use of the systems although a group may be left out or collaboration may be left out from one tool.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Adequate (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>Several components are not included</td>
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<tr>
<td>Work System(s)</td>
<td>Work system(s) may be vague.</td>
</tr>
<tr>
<td>Behavior System</td>
<td>Behavior system is missing several components</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Some collaboration is included</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Inadequate (D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>Many components are not included</td>
</tr>
<tr>
<td>Work System</td>
<td>Work system minimal or not created</td>
</tr>
<tr>
<td>Behavior Management System</td>
<td>Behavior management system is unclear</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Minimal collaborative feedback included</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Significantly Inadequate (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
<td>Rules are not submitted Rules may be vague, inappropriate, unclear, and/or negatively stated or not submitted.</td>
</tr>
<tr>
<td>Work System</td>
<td>Work system not submitted</td>
</tr>
<tr>
<td>Behavior Management System</td>
<td>Behavior management system is not submitted</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Collaboration is left out of the plans</td>
</tr>
</tbody>
</table>
through FA.
Provide a few examples of the behaviors along with antecedents/consequences to support your hypothesis.
Completed data collection (minimum of 10 occurrences of behavior)
Clear analysis of findings
Hypothesis stated based on analysis
An AB graph
Clear labels

Behavior Support Plan
30 points
Primary level of intervention
- Creation of rules
- Creation of schedule
- Creation of organizational system
Secondary level of intervention described
Tertiary level of intervention
- Clear rationale for teaching replacement behaviors is stated
- The new behavior(s) are functionally equivalent; this is addressed in the text
- The new behavior(s) are efficient; this is addressed in the text
- The new behavior(s) are functional and generalizable; this is addressed in the text
- Discussion of how the teaching was conducted.
- Discussion of how prompting was included.
- Discussion plans for behaviors to generalize and maintain (fading support).

Be sure you address components of Positive Behavior Support
(Proactive, Teaching skills, Based on communicative function, System level of change, and aimed at improving Quality of Life).

Discussion and Reflection
Opportunity to regain points if areas of concern are well

Format and Technical Standards for Written Assignments:

Your written work paper must meet the following technical standards:
1. Papers are to be word processed with double spacing, using 12 point Times New Roman. Decorative or oversize fonts are not acceptable for use in academic writing.
2. A title page, in APA format (see model) should be used for all papers. You may omit the short title and running head.
3. Use 1-inch margins on all sides of the page.
4. All pages should be numbered, including the title page, starting with 1.
5. Standard written English should be used, avoiding colloquial or euphemistic language. Check written work carefully for errors in spelling, grammar, etc.
6. Use of only one side of the page.

Notes on language, bias and terminology in academic writing:
It is the policy of the School of Education that all academic writing adhere to the Publication Manual of the American Psychological Association (6th Edition). It is particularly important you attend to Chapter 2, which discusses use of language in academic writing, particularly the Guidelines for Reducing Bias in Language, pages 61-76. Specifically, you should attend to:

(a) the APA policy on gender-neutral language. No language should imply a specific gender unless it is appropriate (i.e.: when discussing a study with a single gender sample.)

(b) the APA policy on euphemistic language and disability (section 2.16, page 69). Person-first language should be used at all times, and overly euphemistic language avoided. Although expressions such as "mentally challenged" or "differently-abled" may be your preference in social and/or professional conversation, they are not appropriate for use in academic writing.

You are invited to come to office hours and have me review a draft of your written work prior to assignment due dates.
Core Values of the CCOE

**Educational Equity**: We believe in creating inclusive learning environments with equitable educational opportunities for all learners, including those with disabilities and those from diverse cultural, linguistic, and socio-economic backgrounds. We believe everyone can learn if given the opportunity and support. We honor the dignity of every individual and hold high academic expectations for all learners. We value diversity because it enriches the quality of everyone’s learning.

**Professionalism**: We believe professionalism is mastery of the body of knowledge for one’s discipline and the demonstration of cultural, technological, ethical, and professional competencies. CCOE courses and professional preparation programs are designed to teach professional dispositions, skills, and/or knowledge.

**Reflective Practice**: We believe all CCOE students should develop reflective practices, including self-assessment strategies to foster professional growth. We promote the deliberate application of knowledge to practice and the constant reflective analysis of one’s practice in relation to school and/or community needs.

**Collaboration**: We believe that collaborations and partnerships among CCOE faculty and staff, CCOE students, schools, families, and community organizations enhance educational excellence, urban school and related agency transformations, and educational access and equity for all learners. Meaningful and lasting educational collaborations and partnerships are grounded in understanding the complexity of all stakeholders’ needs and their interdependence, and we advocate that all CCOE professional preparation programs build collaborations and partnerships.