

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval <u>2-23-26</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*See Definition of a Credit Hour.</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Term/Year for Changes:		Terminate course? Effective Term/Year for Termination:
Faculty Contact/Email/Phone		
Approved by Department Chair <u>Joseph Brojomohun Gagnon</u> College Curriculum Chair <u>[Signature]</u> College Dean <u>Charles Dukes</u> UUPC Chair <u>Korey Sorge</u> Undergraduate Studies Dean <u>Dan Meeroff</u> UFS President _____ Provost _____		Date _____ <u>1/22/26</u> <u>1/26/2026</u> <u>1/27/2026</u> <u>2-23-26</u> <u>2-23-26</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.



DEPARTMENT OF SPECIAL EDUCATION

COURSE NUMBER: EEX 3603 (Section XXX, CRN XXXXX)

COURSE TITLE: Positive Behavioral Supports in Inclusive Early Childhood Settings

Credit hours: 3 semester hours

Semester/Year: TBD

Instructor: TBD

Office: TBD

Email: TBD

Office hours: TBD

CATALOG DESCRIPTION

This course focuses on promoting positive behavior and reducing challenging behavior in children with and without disabilities from birth to age 8. Evidence-based methods, research-based materials, and developmentally appropriate practices will be covered.

Prerequisites: EEX 3226 with minimum grade of "C"; B.E.C.E. majors only

COURSE DELIVERY AND INSTRUCTIONAL METHOD: Fully Online This is a fully online course accessible only through FAU's learning management system, Canvas. You must log into Canvas with your FAU ID and Password to access the materials and assignments in this course. If you do not know your FAU ID or Password, [contact OIT for help](#).

REQUIRED TEXTS:

Kaiser, B., & Raminsky, J. (2017). *Challenging behavior in young children: Understanding, preventing, and responding effectively*. (4th Edition). Pearson.

Ostrosky, M. 7 Sandall, S.R. (2013). *The Young Exceptional Children Monograph Series No. 15: Addressing Young Children's Challenging Behaviors*.

*** Selected topics will be assigned for in-class (See Weekly Content Outline below)

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:

CEC/DEC/EI/ECSE Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (2020)

NAEYC Professional Standards, and Competencies for Early Childhood Educators (2020) ▪

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FAU Academic Learning Compact (A. Content/Discipline Knowledge and Skills; and C. Critical Thinking Skills)

COURSE LEARNING OBJECTIVES (CO):

[CLO: Course Objective, PLO: BECE Program Level Objective,

By the end of this course, students will:

1. CLO1. Students will design a comprehensive plan and environment that effectively organizes space, time, and materials to ensure safety and promote diversity, equity, inclusion, cultural understanding, self-awareness, and responsiveness to children's ages, backgrounds, and exceptionalities. (PLO 3)
2. CLO2. Students will identify and integrate developmentally appropriate instructional materials and resources to create a positive classroom climate that fosters pro-social, cultural understanding, self-awareness, and academic growth. (PLO 3, 6)
3. CLO3. Students will demonstrate knowledge of professional and educational trends and issues by explaining and applying theories, models, laws, and evidence-based strategies for managing and supporting behavior and social-emotional learning of all young children—with and without exceptionalities—to promote positive behavior in inclusive environments. (PLO 2,4,6)
4. CLO4 Students will demonstrate respectful sensitivity to all children and their families by identifying strategies and ways to provide support for their individual strengths and needs. (PLO 5)
5. CLO5. Students will identify and integrate skills that promote ethical, reflective, and responsive practice while fostering perspective-taking, social-emotional development, and self-advocacy in themselves and the children they teach. (PLO 7)

COURSE EVALUATION

ASSIGNMENT WEIGHTS:

Assignments	Points	% of Course Grade
Weekly reading assignment/ Discussion or Quiz for readings. Online Live or In-person participation in Discussion is required (12 @ 10 pts)	130	20%
IRIS Modules (2 @ 8 points each) AND Case Studies (3 case studies 3 @ 8 pts)	40	20%
(FBA-15 points) and Behavior intervention plan (BIP-10 points) 10 points for Field work (alternative observation will be suggested if field work is not possible)	35	20%

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Critical Assignment: Classroom management plan (written-55 points and presentation- 15 points)	70	30%
TOTAL	275	100%

All assignments must be completed on time, and modules must be accessed weekly to earn a grade of "A" in this course.

GRADING SCALE

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

COURSE ASSESSMENTS:

1. **WEEKLY READING ASSIGNMENTS:** Student will complete the required reading each week. A written response to a discussion prompt or a quiz on the readings will be required. Weekly access is required. (CLO 1,2,3,4,5)
2. **CASE STUDIES :** The students will complete three case studies and apply specific strategies identified applicable to the case. Responses are to be written in complete sentences. (CLO 2,3,4)
3. **IRIS Modules** Two IRIS modules will be assigned throughout the semester. These are virtual modules that will be completed and the final page of the module contains an Assessment page which students will complete in full sentences and upload to Canvas. (CLO 2,3,4)
4. **FBA/BIP (Instructor will guide the process and open the assignment when content has been taught to prepare for the assignment. (CLO 1,2,3,4,5)**

To understand and practice data collection students will complete field experience hours observing behavioral interactions. Additionally, each student will complete a functional behavioral assessment (FBA) based on a Case Study provided by the instructor. The case study will provide a description of a child aged birth to eight exhibiting a specific challenging behavior. The completed FBA will include an operational description of the child's challenging behavior and all data that was collected. Please use the Functional Behavior Assessment/ABC Chart on page 288 in your book as a supplemental tool and the FBA form at the end of this syllabus. This form will guide the complete of the Behavior Intervention Plan (BIP).

BEHAVIOR INTERVENTION PLAN (**BIP**- A form is provided at the end of this syllabus) Following the completion of the FBA, each student will analyze and describe the findings, as well as identify general and specific strategies for teaching appropriate replacement behaviors in the BIP. The strategies must include rewards, consequences, and at least three methods to help the child fulfill their needs appropriately.

5. CRITICAL ASSIGNMENT: CLASSROOM MANAGEMENT PLAN: (CLO 1,2,3,4,5)

This is the Critical Assignment for this course, meant to fulfill the ALC indicator of Oral and Written Communication.

***** See evaluation rubric at the end of this syllabus*****

Students will *develop and write* a classroom management plan that will be suitable for use in present or future settings. This assignment will be evaluated and graded in both written and a presentation format. The written plan should include the following elements as “Headings”:

All components of the plan should align with a multi-tiered system of Positive Behavioral Supports & Interventions:

- a. Statement of philosophy (i.e., education and discipline) that reflects cultural knowledge, self-awareness, and includes other cultural considerations and behavior.
- b. Classroom design that is conducive to the adaptive behavior of students (with blueprint)
- c. Delineation of classroom rules with explanation for students, parents, and administration.
- d. Delineation of classroom procedures to facilitate the classroom rules (three different daily procedures, such as arrival, playground time, lunch, transition to literacy activity, etc.).
- e. Tiered modeled structure of strategies, supports and consequences for behavior (i.e., positive and negative)
- f. Description of how you will teach/explain this plan to the groups involved (i.e., students and parents). This can be done in several ways- formal lesson, games, role-plays, professional presentation (students may choose to complete a professional presentation of this classroom management plan as their final group presentation with the instructor’s approval at the beginning of the course).
- g. Description of plan to collaborate with caregivers and other educational service providers

Peer feedback will be provided through small groups and prior to creating a video-recorded presentation.

The plan should not exceed ten pages.

For written formatting guidelines, use the APA Style. Please access the following

websites for information about the APA style:

<http://www.wisc.edu/writing/Handbook/DocAPA.html>;

<http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm>

<http://www.apastyle.org/fifthchanges.html>

h. Students will create a professional power-point presentation of the above written classroom management plan and present their work to the entire class at the end of course in-class or via Zoom (see weekly schedule below).

WEEKLY CONTENT OUTLINE (SUBJECT TO CHANGE WITH NOTICE)

It is critical to keep up with weekly assigned readings (both text, articles, and the assigned monograph) to make meaningful connections to lectures and apply what you read to assignments regardless of course format (asynchronous, Live lecture virtually or in-person) . Modules will open on Saturday morning and assignments must be completed by the following Saturday of the upcoming week unless otherwise stated or indicated on this outline (Critical Assignment due dates).

Module/ Date	Topic	Reading	Assignment
1	Overview of Pyramid Model (PBIS) What is Challenging Behavior Risk Factors	Read Kaiser & Raminsky Chapter 1: What is Challenging Behavior Read Kaiser & Raminsky Chapter 2: Risk Factors Read DEC position statement in YEC Monograph Series No. 15 Introduction on pages V-IX	<ul style="list-style-type: none"> Review Syllabus & Assignments: Take Syllabus quiz Complete the readings Readings Quiz per chapter Begin to think about a place to observe children behavior (focus will be on observing inappropriate behavior and the interactions that occur after)
2	Resilience Behavior & the brain	Read Kaiser & Raminsky Chapter 3: Resilience Read Kaiser & Raminsky Chapter 4: Behavior and the Brain	<ul style="list-style-type: none"> Complete the readings Readings Quiz Begin to observe a

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Module/ Date	Topic	Reading	Assignment
			child's inappropriate behavior
3	Relationships & Culture	<p>Read Kaiser & Raminsky Chapter 5: Relationship, Relationship, Relationship</p> <p>Read Kaiser & Raminsky Chapter 6: Opening the Culture Door</p> <p>Read DEC position statement in YEC Monograph Series No. 15 pgs 76-94</p>	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz per chapter
4	Preventing Challenging Behavior	<p>Read Kaiser & Raminsky Chapter 7: Preventing Challenging Behavior: The Social Climate</p> <p>Read Kaiser & Raminsky Chapter 8: Preventing Challenging Behavior: Physical Environment, Routines and Transitions, Curriculum, and Teaching Strategies</p> <p>Read DEC position statement in YEC Monograph Series No. 15 pgs 1-58</p>	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz per chapter • Case Study 1
5	Unpacking the Pyramid Model	<p>Lecture on Pyramid Model</p> <p>Read Sayeski & Brown (2011) Developing a classroom management plan using a tiered approach. <i>Teaching Exceptional Children</i></p> <p>Complete IRIS Module Teaching Rules and the Assessment page questions at</p>	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz

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Module/ Date	Topic	Reading	Assignment
		<p>the end of the module https://iris.peabody.vanderbilt.edu/module/ecbm/ Complete assessment page of module and upload to Canvas https://iris.peabody.vanderbilt.edu/module/ecbm/cr_assess/#content</p>	
6		<p>Read Kaiser & Raminsky Chapter 9: Guidance</p>	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz • Case study 2
7		<p>Read Kaiser & Raminsky Chapter 10: Functional Assessment & Positive Behavior Support Complete IRIS Module Functional behavior Assessment https://iris.peabody.vanderbilt.edu/module/fba/ & the Assessment page https://iris.peabody.vanderbilt.edu/module/fba/cr_assess/#content Discuss FBA/BIP assignment</p>	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz • Complete the IRIS module and answer the questions on the Assessment at the end of the module (Assessment page will be uploaded to Canvas)
8		<p>FBA/BIP Review CA Assignment recorded video</p>	<ul style="list-style-type: none"> • FBA/BIP Case Study Assignment Due • Observation Hours due
9		<p>Read Kaiser & Raminsky Chapter 11: The Inclusive Classroom Read Kaiser & Raminsky</p>	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz per chapter

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Module/ Date	Topic	Reading	Assignment
		Chapter 12: Working with Families and Other Experts Read DEC position statement in YEC Monograph Series No. 15 pgs 59-75	<ul style="list-style-type: none"> • Case Study 3
10		Critical Assignment and Presentations uploaded to Canvas and Livetext. CA Paper will be uploaded under the CA assignment link. Presentations will be uploaded in Discussion type assignment as a Group. You will provide all peers in your group feedback on their presentation.	<ul style="list-style-type: none"> • Critical Assignment Classroom Management Plan due July 19th • Critical Assignment recorded presentation must be uploaded by Friday with peer feedback due by Monday
11		Read Kaiser & Raminsky Chapter 13: Bullying	<ul style="list-style-type: none"> • Complete the readings • Readings Quiz
12		Critical Assignment and Presentations uploaded to Canvas and Livetext. You will provide all peers in your group feedback on their presentation.	

COURSE POLICIES

UNIVERSITY POLICIES

AI USE IN CLASS POLICY. FAU recognizes the value of generative AI in facilitating learning. However, output generated by artificial intelligence (AI), such as written words, computations, code, artwork, images, music, etc., for example, is drawn from previously published materials and is not your own original work. FAU students are not permitted to use AI for any course work unless explicitly allowed to do so by the

instructor of the class for a specific assignment. Class policies related to AI use are decided by the individual faculty. Some faculty may permit the use of AI in some assignments but not others, and some faculty may prohibit the use of AI in their course entirely. In the case that an instructor permits the use of AI for some assignments, the assignment instructions will indicate when and how the use of AI is permitted in that specific assignment. It is the student's responsibility to comply with the instructor's expectations for each assignment in each course. When AI is authorized, the student is also responsible and accountable for the content of the work. AI may generate inaccurate, false, or exaggerated information. Users should approach any generated content with skepticism and review any information generated by AI before using the generated content as-is. If you are unclear about whether the use of AI is permitted, ask your instructor before starting the assignment. Failure to comply with the requirements related to the use of AI may constitute a violation of the Florida Atlantic Code of Academic Integrity, Regulation 4.001. The use of the AI tool, IF ALLOWED, must be properly documented and cited. For more information on how to properly cite the use of AI tools, visit www.fau.edu/ai/citation.

AI USE SPECIFIC TO THIS COURSE: AI Flexible Policy: *The use of AI to assist in work assigned in this specific course is permitted only for specific assignments as indicated by the instructor. Use must be properly documented and cited per instructor guidelines. In this class, the use of AI to assist in any work assigned will be specifically described in the directions for the assignment in Canvas.*

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PLAGIARISM, CHEATING, AND ACADEMIC HONESTY: Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which include an "F" on the assignment, an "F" in the course, or even removal from the

degree program. The penalty for plagiarism and cheating is determined by the instructor in this class.

Florida Atlantic University Regulation 4.001, “Honor Code, Academic Irregularities, and Student’s Academic Grievances” is strictly adhered to in this course. The regulation states:

- (1) Academic irregularities frustrate the efforts of the faculty and serious students to meet University goals. Since faculty, students and staff have a stake in these goals, the responsibility of all is to discourage academic irregularities by preventative measures and by ensuring that appropriate action is taken when irregularities are discovered. Thus, FAU has an honor code requiring a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The Instructor’s duty is to pursue any reasonable allegation, taking action, as described below, where appropriate.
- (2) The following shall constitute academic irregularities:
 - (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the Instructor are defined as acts of cheating.
 - (b) The presentation of words or ideas from any other source as one’s own – an act defined as plagiarism.
 - (c) Other activities which interfere with the educational mission within the classroom.

(http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

In the Publication Manual of the American Psychological Association (APA, 2009), plagiarism is defined as:

Plagiarism (Principle 6.22). Psychologists do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text.

RECORDING OF LECTURES: Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or

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methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION: In accordance with the rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs regarding admissions, registration, class attendance, and the scheduling of examinations and work assignments. University Regulation 2.007, Religious Observances, sets forth this policy for FAU and may be accessed on the FAU website at www.fau.edu/regulations. Any student who feels aggrieved regarding religious accommodations may present a grievance to the Executive Director of the Office of Civil Rights and Title IX. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

SEXUAL MISCONDUCT POLICY: In any case involving allegations of sexual misconduct, you are encouraged to report the matter to the University Title IX Coordinator in the Office of Civil Rights and Title IX (OCR9). If University faculty become aware of an allegation of sexual misconduct, they are expected to report it to OCR9. If a report is made, someone from OCR9 and/or Campus Victim Services will contact you to make you aware of available resources including support services, supportive measures, and the University's grievance procedures. More information, including contact information for OCR9, is available at <https://www.fau.edu/ocr9/title-ix/>. You may also contact Victim Services at victimservices@fau.edu or 561-297-0500 (ask to speak to an Advocate) or schedule an appointment with a counselor at Counseling and Psychological Services (CAPS) by calling 561-297-CAPS.

STUDENTS WITH DISABILITIES: In compliance with the Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to

properly execute coursework must register with the Office for Students with Disabilities (OSD)

located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities.” Students who require assistance should notify the professor immediately by **submitting a letter from the Disabilities Office to your instructor** requesting your need for specific assistance. Without such a letter, the instructor is not obligated to make any accommodation for students.

TIME COMMITMENT PER CREDIT HOUR: For traditionally delivered courses, not less than one (1) hour of classroom or direct faculty instruction each week for fifteen (15) weeks per Fall or Spring semester, and a minimum of two (2) hours of out-of-class student work for each credit hour. Equivalent time and effort are required for Summer Semesters, which usually have a shortened timeframe. Fully Online courses, hybrid, shortened, intensive format courses, and other non-traditional modes of delivery will demonstrate equivalent time and effort.

CRITICAL ASSIGNMENT

The Departments of Curriculum, Culture, and Educational Inquiry (CCEI) and Exceptional Student Education (ESE) have identified competencies that must be mastered to continue in the *Bachelor’s in Early Care and Education Degree Program*. **For this course, the Academic Learning Compact Competencies (Oral and Written Communication) will be measured by the written and presentation portions of the Classroom Management Plan.** Please carefully read the departmental policies below on Critical Assignments.

Departmental Policy on CRITICAL ASSIGNMENT(S):

Assessment criteria:

A student must earn a **minimum grade of 73%** of the points allotted for the Critical Assignment to receive a passing grade of C or better in this course. In other words, a student cannot earn a C or better in this course without successfully completing the Critical Assignment.

Remediation policy:

If a student is passing the course but has failed to pass the Critical Assignment with a minimum of 73% of the possible points for the assignment, the student will receive an “I” in the course until the Critical Assignment is successfully redone (only one attempt allowed). The conditions and time frame for the resubmission of the assignment will be determined by the instructor. However, the second attempt must be completed within

one semester. **Upon successful completion of the resubmitted assignment**, the “I” will be changed to a grade for the course and the student may continue in the sequence of courses. The original points earned for the initial attempt at the Critical Assignment will be used to calculate the final grade in the course. **If the resubmitted Critical Assignment is not successfully passed**, the grade for the course will be C- or below regardless of the total points earned in the course.

If a student does not have a grade of “C” or better, and has failed to pass the Critical Assignment with a minimum of 73% of the possible points, the student will not be allowed to resubmit the Critical Assignment. The student will need to repeat the course and the Critical Assignment.

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

APPENDIX A

SUMMARY OF FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

(A case study will be used for this assignment. Students must demonstrate in bold where they would address at least two of the following three components: Cultural Knowledge, Self-Awareness, and Perspective Taking)

Name of child:

Age of child:

Today's date:

(A) Target behavior based on Case Study:

(B) Summary of contextual influences

- a. Location:
- b. Time of day:
- c. Environmental or physical setting:
- d. Children and adults near child:

(C) Suspected reason(s) for behavior:

Biological:

Social:

Affective:

Environmental:

(D) Most frequent trigger (antecedent) – describe who, what, when, where, how

(E) Most second frequent trigger, if any – describe who, what, when, where, how

(F) Which of the following is the most likely function of the behavior?

Provide documentation to support the function.

Obtain or Seek:	Escape from, or avoid:
Attention: Adult or Peer	Attention: Adult or Peer
Tangible: Item or object	Tangible: Item or object
Tangible: Activity or event	Tangible: Activity or event
Self-stimulation (which sense)	Self-stimulation (which sense)
	Internal pain

(G) Could the function of the child's behavior be related to?

- a. **Skill deficit** (something that the child does not know how to do). What is it that the child does not know how to do? Why not?
- b. **Performance deficit** (something that the child does know but does not consistently engage). What is it that the child knows but does not consistently engage in? Why not?

(H) Describe the consequences, in order of magnitude, related to the child's engagement in the target behavior, as well as its function:

(I) Complete the following hypothesis statement (please feel free to make appropriate adjustments):

When (name of child) engages in (the target behavior), it usually happens at (location) and during (time of day, routine, activity). The behavior is almost always preceded by (antecedents). (Name of child) usually responds by (specific details of the target behavior), which results in (consequences or pay-off for child). The function of the behavior is/are probably (list probable functions). The behavior appears to be related to (skill or performance deficit) because (provide explanation).

Behavior Intervention Plan (BIP)
INTERVENTION PLAN TO CHANGE CHILD'S BEHAVIOR

(A) REPLACEMENT BEHAVIOR

Select one of the following options and write a one-page rationale explaining the connection between the FBA findings and the desired outcome:

- (i) **Decrease the target behavior and replace it with a desired behavior.**
Indicate the replacement behavior in the space provided below and submit a separate one-page rationale:
- (ii) **Eliminate the target behavior and replace it with a desired behavior.**
Indicate the replacement behavior in the space provided below and submit a separate one-page rationale:
- (iii) **Increase the target behavior.** Submit a one-page rationale to explain this selection.

(B) Identify general classroom management changes that are needed, if any:

Physical setting:

Materials:

Equipment:

Rules:

Routines:

Activities:

Whole class management:

Small group management:

(C) Identify specific individualized interventions that are needed, if any: Prevention strategies:

Replacement skills (what, and how, will you teach):

(In the above replacement skill section, be sure to demonstrate how you would attempt to address diversity, equity, and inclusion)

Reinforcement contingencies (for re-occurrence of target

behavior): Reinforcement contingencies (for replacement

behavior):

Suggested timeline for assessment or evaluation to see if the intervention and changes in management have been successful:

Comments and other considerations about this plan:

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EEX 3603 CLASSROOM MANAGEMENT PLAN EVALUATION RUBRIC Directions: As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by documenting children’s prosocial development, developing a behavior plan that demonstrates respect for the developmental characteristics of young children, their families, and needs of ESOL students, and demonstrating the capability to teach and respect young children.

FL-FAU-3Cs.1a Oral Communication, Central Message – Students will communicate the central message in a clear, consistent manner with supporting material.

FL-FAU-3Cs.1c Written Communication, Content Development- Student uses appropriate, relevant content to explore ideas within the context of the discipline.

	Exemplary (3.000 pts)	Satisfactory (2.000 pts)	Emerging (1.000 pt)	Unsatisfactory (0.000 pt)	No Attempt (0.000 pt)
Statement of Philosophy: Written FL-FAU- 3Cs.1c	Fully explained education and discipline philosophies that (a) focused on children’s pro- social development, (b) reflects their cultural knowledge, (c) self-awareness, and (d) demonstrated respect for children that align with the pyramid model 3 pts	Explained education and discipline philosophies that (a) focused on children’s pro-social development, (b) sufficient level of cultural knowledge and self- awareness, and (c) demonstrated respect for children. 2 pts	Limited explanation of education and discipline philosophies that (a) focused on children’s pro-social development, (b) minimal level of cultural knowledge and self-awareness, and © demonstrated respect for children. 1 pt	Did not fully explain education and discipline philosophies that (a) focused on children’s pro-social development (b) demonstrated respect for children, and (c) illustrate cultural knowledge and self-awareness. 0 pts	Failed to submit or failed to submit on time
Classroom Design Written	Fully explained classroom arrangement and design of classroom that aligns with pyramid model and provided rationale for the developmentally appropriate classroom arrangement. 2 pts	Explained classroom arrangement and design of classroom and partially provided rationale for the developmentally appropriate classroom arrangement. 1 pt	Partially explained classroom arrangement and design of classroom but did not provide a rationale for the developmentally appropriate classroom arrangement 1 pt	Did not clearly explain or somewhat explain classroom arrangement and design.	Failed to submit or failed to submit on time
Demonstration of Classroom Rules: Written	Fully explained the selection and demonstration of developmentally appropriate rules for a group of children at the beginning and throughout the school year. 3 pts	Explained the selection and demonstration of developmentally appropriate rules will be selected to children at the beginning and throughout the school year. 2 pts	Demonstrated a developing explanation of the selection and of developmentally appropriate rules that will be implemented with children at the beginning and throughout the school year. 1 pt	Did not clearly explain or somewhat clearly explained the selection and demonstration of developmentally appropriate rules. 0 pts	Failed to submit or failed to submit on time
Demonstration of Classroom Procedures: Written	Fully explained the selection and demonstration of developmentally appropriate rules for a group of children at the beginning and throughout the school year.	Explained the selection and demonstration of developmentally appropriate rules will be selected to children at the beginning and throughout the school year. 1 pt	Demonstrated a developing explanation of the selection and of developmentally appropriate rules that will be implemented with children at the beginning and throughout the	Did not clearly explain or somewhat clearly explained the selection and demonstration of developmentally appropriate rules. 0 pts	Failed to submit or failed to submit on time

Positive Behavioral Supports in Inclusive Early Childhood Settings

	Exemplary (3.000 pts)	Satisfactory (2.000 pts)	Emerging (1.000 pt)	Unsatisfactory (0.000 pt)	No Attempt (0.000 pt)
	2 pts		school year. .5 pt		
Meaningful Strategies, Supports, Consequences & Activities: Written	Identified three or more examples of Strategies, Supports, Consequences & Activities related to effective classroom management for an identified age group of children that align with pyramid model 4 pts	Identified at least three examples of activities related to effective classroom management for a management for an identified age group of children. 3 pts	Identified limited, incomplete examples of activities related to effective classroom management for an identified age group of children. 2 pt	Did not identify enough children. 1-9 points activities or identified inappropriate activities related to classroom management for children. 0 pts	Failed to submit or failed to submit on time
Description to Teach & Share Plan	Fully explained plan to teach and share the classroom management plan to children, parent/caregivers and administrator. 2 pts	Explained plan to teach and share the classroom management plan to children, parent/caregivers and administrator. 1 pt	Partially explained classroom management plan to children, parent/caregivers and administrator 1 pt	Did not clearly explain classroom management plan to children, parent/caregivers and administrator	Failed to submit or failed to submit on time
Collaboration with Parents, Caregivers, and other Education Professionals	Fully explained plan to collaborate with Parents, Caregivers, and other Education Professionals 2 pts	Explained plan to share with Parents, Caregivers, and other Education Professionals 1 pt	Partially explained plan to share with Parents, Caregivers, and other Education Professionals 1 pt	Did not clearly explain or somewhat explain with Parents, Caregivers, and other Education Professionals.	Failed to submit or failed to submit on time
Written skills FL FAU 3Cs 1c	Well organized and written plan with no more than two writing errors. Cover page, page numbers, and double spaced. 2 pt	Well organized and written plan with no more than four writing errors. .1 pts	Poorly written with more than four error. Errors impact understanding. .5 pt	Not well written or organized. 0 pts.	Failed to submit or failed to submit on time
Oral presentation Statement of philosophy: Oral Classroom Design Rules/Expectation Procedures Tiered strategies, supports, consequences, & activities Description to teach plan Collaboration with parents, caregivers, administrators, and other educational service providers	Clearly articulated, positively interacted with colleagues, and was fully prepared to explain all written components of the plan 9-10 pts.	Articulated, interacted with colleagues, and was prepared to explain all most written components of the plan 7-8 pts.	Articulated, interacted with colleagues, and was prepared to explain some most written components of the plan. 1-6 pts	Did not clearly articulate or somewhat clearly articulated, did not or somewhat interacted, and did not or was somewhat prepared to explain components of the plan. 0 pts	Failed to submit or failed to submit on time

Positive Behavioral Supports in Inclusive Early Childhood Settings

	Exemplary (3.000 pts)	Satisfactory (2.000 pts)	Emerging (1.000 pt)	Unsatisfactory (0.000 pt)	No Attempt (0.000 pt)
FL-FAU 3Cs.1a					

Course Change