Behavior Innovation Configuration

SUNY New Paltz Syllabi Review Coding Form

Course #:   **Date:**

Reviewer Name: **Primary Review _____**   **Secondary Review _____**

CODING KEY:

Code 0: **No evidence** that the evidence-based practice is included in the class syllabus

Code 1: Class syllabus **mentions resources** related to the evidence-based practice (e.g., textbook and journal readings, podcasts, videos, IRIS modules, websites, PowerPoints, etc.)

Code 2: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources,** and **includes basic evidence of scholars' knowledge** (e.g., quiz, test, reading response, etc.)

Code 3: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes assignment for application** (e.g., observation, lesson plan, demonstration, etc.)

Code 4: Class syllabus **mentions resources** related to evidence-based practice, **requires engagement with resources**, and **includes assignment with application** (e.g., field-based practice)

Code 5: Practice is not applicable to course

Instructions: Place the **code number** under the appropriate level of implementation for the course syllabus or assignment. Rate each category on the **LEFT** separately. **Note:** Every element in each category does **NOT** have to be addressed for an overall code to be assigned.	Code ☐0	Code ☐1	Code ☐2	Code ☐3	Code ☐4	Code ☐5
Functional Behavior Analysis (FBA) • Culturally responsive assessment • Competence oriented/strength based						
Positive Behavioral Support (PBS) (for individuals) • Prevention Strategies e.g., competence orientated assessment & planning; avoiding triggers, contracts, quiet place; environmental & instructional strategies • Teaching Strategies, e.g., self monitoring; SABM (self advocacy behavior management model); role play; stress management skills; social skills • Responding Strategies e.g. calm response; crisis intervention						
Behavior Intervention Plan (BIP)						

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PBS: School-wide & class wide • Routines, rules, structures • Safe, Positive Environments • Fostering belonging & positive peer relationships • Culturally relevant practice • Bullying prevention						
Motivation • Extrinsic e.g. Positive Reinforcement and Consequences; DRO (Differential reinforcement of behaviors); fading • Intrinsic e.g., rewarding experience of mastery, independence, belonging etc. • Collaboration with student(s) • Student centered/strength based						
Peer-mediated Approaches • Conflict Resolution • Circle of Courage • Leadership & service roles • Group based interventions						

Adapted from: Magiera, K., Simmons, R., Maheady, L., &. (2011). Project RAISE-UP (Redesigning and Improving Special Education - Undergraduate Program) SUNY-Fredonia. Oliver, R. M. & Reschly, D.J. (2007). National Comprehensive Center for Teacher Quality