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.

<table>
<thead>
<tr>
<th>Instructions</th>
<th>Code 0</th>
<th>Code 1</th>
<th>Code 2</th>
<th>Code 3</th>
<th>Code 4</th>
<th>Code 5</th>
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</thead>
<tbody>
<tr>
<td>Functional Behavior Analysis (FBA)</td>
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<td>• Culturally responsive assessment</td>
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<td>• Competence oriented/strength based</td>
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<td>Positive Behavioral Support (PBS) (for individuals)</td>
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<td>• Prevention Strategies e.g., competence orientated assessment &amp; planning: avoiding triggers, contracts, quiet place; environmental &amp; instructional strategies</td>
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<td>• Teaching Strategies, e.g., self monitoring; SABM (self advocacy behavior management model); role play; stress management skills; social skills</td>
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<td>• Responding Strategies e.g. calm response; crisis intervention</td>
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<td>Behavior Intervention Plan (BIP)</td>
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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