

## **ESE: COMMUNICATION/BEHAVIOR/SOCIAL/ACADEMIC (CBSA) CLASS**

### **PART 2**

**60 POINTS PER YEAR**

#### **General Objective**

The purpose of this component is to provide training for personnel who teach students in an ESE program with significant needs in communication, behavior, social, and academics. Upon successful completion of the component, participants will be able to apply each specific objective listed below in a CBSA classroom.

#### **Specific Objectives:**

##### **Upon completion of this component, participants will be able to:**

1. Understand and implement basic classroom management procedures: Data collection and graphing of behavior targets
2. Make data-driven decisions , choose replacement behaviors, contingencies, reinforcers, and consequences
3. Create and implement behavioral goals and objectives , Behavior Intervention Plans (BIP) and Crisis Plans
4. Understand and follow FL DOE *Restraint and Seclusion Process*
5. Implement district approved core curriculum
6. Understand and apply principles of Verbal Behavior at an intermediate level
7. Complete Non-violent Crisis Prevention Refresher Component

#### **Optional**

- 1) Introduction to Autism – ESE Best Practices in Special Education Component
- 2) Video Modeling – ESE: Best Practices in Special Education Component
- 3) Empathy/Peer Training – ESE Best Practices in Special Education Component
- 4) Autism Internet Modules (AIM) [www.autisminternetmodules.com](http://www.autisminternetmodules.com) – certificate based online courses
  - a) Transitioning Between Activities
  - b) Task Analysis
  - c) Picture Exchange Communication System (PECS)
  - d) Visual Strategies

### **Description of Activities**

Activities designed to accomplish the above objectives may include, but will not be limited to, seminars, lectures, role-playing/simulations, demonstration and practice of skills, and development of instructional materials/plan. Consultants(s) knowledgeable in the field will provide appropriate materials, information, and experiences to help participants increase their competencies. Participants may be required to complete home assignments.

### **Evaluation of Participants**

Evaluation of the specific objectives will be determined by the activity leader or designee through analysis of student performance data affected by training activities, portfolios, such as Success Notebooks, maintained by the training participant, documented observation by designee, rubrics developed for special curriculum, teacher-provided data results, or curriculum alignment data. In order to earn in-service credits, participants must demonstrate increased competencies in 80% or more of the specific objectives.

### **Evaluation of Activity**

An online evaluation for this activity will be conducted through Professional Growth System.