Course Number: MSE 7402

Course Title: Applied Behavior Analysis (3 Credits)

Faculty Contact:

Course Description: Understanding, interpretation, and use of behavioral programming in classroom management for special education are the focus of this course. An awareness of the role of behavior modification and reinforcement principles, cognitive and humanistic theories, in concert with the affective domain and self-esteem strategies are stressed. Emphasis is on the teacher's need to achieve maximum effectiveness in predicting and controlling behavior, while creating a learning environment that fosters active engagement for students with exceptional learning needs. This learning environment will encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy through the use of direct motivational and instructional strategies. The skills necessary to effectively manage the behavior of the children entrusted to their care, while providing guidance and direction to other individuals will also be addressed.

Minimum Time Requirements (in clock hours):

<table>
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<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
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<td>35</td>
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</table>

College Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes:

1. ensuring that programs are knowledge-based;
2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
3. contextual and cultural sensitivity;
4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;
5. enabling authentic participation, collegiality and collaboration;
6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;
7. ensuring that programs are standards-driven; and
8. ensuring that programs promote the effective use of technology.

Program Standards: Interstate Teacher Assessment and Support Consortium (InTASC)

Specialized Professional Association Standards: Council for Exceptional Children (CEC)

Wilmington University Graduation Competencies: Graduate Educational Competencies

Delaware Performance Appraisal System II: DPAS II Evaluation Rubrics
Learning Methods: A variety of teaching methods including inquiry–based learning, game-based learning, personalized learning, differentiated instruction, collaborative projects, and class participation will be used in a student-centered approach to learning. Candidates are encouraged to move from passive receivers of information to active participants in their own learning.

Learning Outcome 1 – Understand basic classroom management theories and strategies for individuals with exceptionalities. (InTASC Standards 1, 2, 3, 7; CEC 2, 4, 5; DPAS II 1, 2, 3)

Learning Activities/Performance Tasks:
1. Candidates will sequence, implement, and evaluate individualized learning objectives.
2. Candidates will integrate academic instruction and behavior management for individuals and groups with exceptionalities.
3. Candidates will use effective and varied behavior management strategies.
4. Candidates understand how to establish behavioral expectations and consequences and monitor student conduct.

Assessments: Candidates will engage in discussions involving the implementation of PBS, Social Emotional Learning and the use of MTSS. Candidates will also evaluate classroom management theories and strategies for individuals with exceptionalities through reflective writing.

Learning Outcome 2 – Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being and positive social interactions. (InTASC Standards 2, 3, 6; CEC 2, 4; DPAS II 2, 3)

Learning Activities/Performance Tasks:
1. Candidates will assess the environmental conditions to promote maximum performance of individuals with developmental disabilities and autism spectrum disorder.
2. Candidates will implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with exceptionalities.
3. Candidates will design and modify the learning environment to manage behaviors.
4. Candidates will structure the physical environment to provide optimal learning.

Assessments: Candidates will explore a behavior analysis case study, complete an IRIS Functional Behavior Assessment and create graphic organizers to demonstrate an understanding of course content.

Learning Outcome 3 – Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. (InTASC Standards 1, 2, 3, 7; CEC 2, 4, 5; DPAS II 1, 2, 3, 4)

Learning Activities/Performance Tasks:
1. Candidates understand the adaptive behavior needs of individuals with developmental disabilities and autism spectrum disorder.
2. Candidates consistently use proactive strategies and positive behavioral supports.
3. Candidates plan and implement instruction and related services in environments that are both age appropriate and ability appropriate.
4. Candidates will plan instruction for independent functional life skills and adaptive behavior.
5. Candidates plan systematic instruction based on learner characteristics, interests, and ongoing assessment.
6. Candidates will utilize student strengths to reinforce and maintain social skills.
7. Candidates engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
Assessments: Candidates will engage in discussions that focus on how teachers can provide reinforcers for students at the individual and group level. Candidates will also work collaboratively to create and present a given reinforcement system to the class.

**Learning Outcome 4 – Use multiple methods of assessment and data-sources in making educational decisions.** (InTASC Standards 2, 6, 8; CEC 2, 4, 5; DPAS II 1, 2, 3, 4)

Learning Activities/Performance Tasks:
1. Candidates use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
2. Candidates will conduct functional behavior assessments that lead to development of behavior support plans.
4. Candidates will interpret information from formal and informal assessments.
5. Candidates will make responsive judgements to instruction based on continual observations.
6. Candidates will use functional assessments to develop intervention plans.
7. Candidates will use performance data and information from all stakeholders to make or suggest modifications in learning environments.
8. Candidates will discuss how to use technology to conduct assessments.
9. Candidates will integrate the results of assessments to develop long range individualized instructional plans anchored in both general and special education curricula; and translate these individualized plans into carefully selected shorter range goals and objectives.

Assessments: Candidates will submit the course SEA, which consists of completing a Functional Behavior Assessment and create a Behavior Intervention Plan, for a selected student.

**Learning Outcome 5: Intervene safely and appropriately with individuals with exceptionalities in crisis.** (InTASC Standards 2, 3, 7, 8; CEC 2, 5; DPAS II 1, 2, 3)

Learning Activities/Performance Tasks:
1. Candidates will learn to address severe behavior problems and facilitate communication for individuals with exceptionalities.
2. Candidates will plan individualized reinforcement systems and environmental modifications at levels equal to the intensity of the behavior.
3. Candidates will understand how to use a variety of non-aversive techniques to control targeted behavior and maintain attention of individuals with exceptionalities.
4. Candidates will respond to student behavior in appropriate and effective ways to minimize disruptions.

Assessments: Candidates will analyze the CEC Code of Ethics and the CEC Policy on Restraint and Seclusion. Students will also complete a related collaborative exercise.

**Learning Outcome 6: Structure environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities.** (InTASC Standards 3, 5, 7, 8; CEC 2, 5; DPAS II 1, 2, 3)

1. Candidates will learn how to provide instruction in self-regulation.
2. Candidates will learn how to teach individuals to use self-assessment, problem-solving, and other cognitive strategies to meet their needs.
3. Candidates will demonstrate how to apply skills in problem solving and conflict resolution.
4. Candidates will use strategies to facilitate maintenance and generalization of skills across learning environments.

Assessments: Candidates will reflect on self-management strategies in order to encourage independent success. Candidates will also engage in designing and presenting information focused on assistive technology.

Additional Course Information and Schedule of Class Activities will be posted on the course blackboard site.

Assignments and Grading:

1. Class Discussions
2. Journals
3. Case Studies
4. Assistive Technology Presentation
5. Group Presentation (Reinforcement System)
6. SEA: Functional Behavior Assessment and a Behavior Intervention Plan
7. Additional Activities as Assigned

College of Education Attendance Policy:

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student's responsibility to obtain and complete assignments on the due dates. Students who register and enter the course on the drop/add date have four days to complete the first week's assignments.

Course Materials and Reading List:

4. Classroom PBIS Practices
5. Conduct Disorder
8. Disruptive Behavior Disorders

10. Oppositional Defiant Disorder


12. Supporting and Responding to Behavior: Evidence-based Classroom Strategies for Teachers

13. Teaching Self-Management Skills


Understanding Learning – Links

- Blueprint for Personalized Learning in Delaware
- Bloom’s Taxonomy
- Classroom Management
- Group work: Using cooperative learning groups effectively
- Increasing Inclusivity in the Classroom
- How People Learn
- Metacognition
- Mindfulness in the Classroom
- Motivating Students
- Personalized Learning
- The IRIS Center (Vanderbilt University)

Supporting Resources


Structured External Assignment: Functional Behavior Assessment and Behavior Intervention Plan

Candidates will assess a student’s behavior using a functional behavior assessment tool to identify critical elements of student exhibited behaviors. Candidates will analyze and use the collected data to complete a FBA and a BIP for their specified student. Additionally, candidates will investigate and identify specific research-based strategies and techniques available to assist a teacher with classroom management and BIP implementation. Candidates will research and develop a classroom management system that helps to support appropriate decision-making, is facilitated through the effective use of PB, and addresses the multiple facets of students with exceptional learning needs.

Create a Behavior Intervention Plan (BIP) and a Functional Behavior Assessment (FBA) using the Behavior Support SEA planning guide for a student with an Individualized Education Plan (IEP) in a general education classroom or a specialized support classroom who consistently displays inappropriate behaviors and has goals and objectives for behavior modification in his/her IEP.

(1) Planning:
   a. Using only initials, provide background information on the student (age, grade, identified disabilities, academic performance, relevant information regarding family setting).
   b. Identify and define target behavior and develop a hypothesis statement after reviewing current information on the intensity, frequency and duration of the problem behavior. Identify and describe the antecedent to behaviors and consequences (A-B-C) and determine the function of the behavior.
   c. Identify and define appropriate replacement behaviors or skills to be taught that are designed to meet the same function as the problem behavior.
   d. Identify and discuss intervention strategies, including antecedent strategies and strategies to reinforce the replacement behavior.
      i. What reinforcers will you use? How was this selected and why?
   e. Specifically identify the interventions or strategies that will be used when the target behavior is observed. Be specific about the types of consequences, assignments, and/or strategies you would use that are aimed at decreasing the occurrence of the problem behavior from least intrusive to most intensive.

(2) Design a plan for monitoring student progress that includes:
   a. Observable and measurable outcomes of the plan (behavior goal or objective) that address changes in the problem behavior or replacement behavior and specific criteria for success;
   b. A data collection form for data-based decision-making to monitor progress;
   c. A schedule for assessing progress; and,
   d. Identify the method of reporting data on the target behavior (frequency, duration, latency, response)
      i. Include your data collection form

(3) Develop a Detailed Action Plan based upon the FBA to Implement the Behavior Support Plan that includes:
   a. Who will do what by when;
   b. How the plan will be shared with other members of the team, staff and family;
   c. Any training necessary to support fidelity of implementation;
   d. Who the person responsible for coordinating the plan will be;
e. Addresses a range of behaviors from low intensity to high intensity; if needed emergency procedures for escalating or crisis behaviors;

f. Addresses the release of responsibility by increasing student’s ability to increase self-awareness, self-management, self-control, self-reliance or self-esteem; and

g. Addresses the behavior in multiple settings in the school environment.

(4) Implement and Evaluate the plan:
   a. Implement the plan;
   b. Assess and discuss progress based on outcomes;
      i. Provide data of behavior related to the behavior intervention plan.
      ii. Was the plan successful/effective in reducing the problem behavior?
      iii. If not, address why the plan was not successful:
         1. Was it due to lack of fidelity of implementation, misaligned hypothesized function of behavior, or other factors?
   c. How will the replacement behavior or new skills be maintained and generalized? What are some forms of self-management used?
## MSE 7402 – SEA Functional Behavior Assessment and Behavior Intervention Plan Rubric

<table>
<thead>
<tr>
<th>Planning:</th>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tr>
<td><strong>Description of your child/student</strong> (age, grade, family etc.)</td>
<td>Candidate does not provide appropriate student information.</td>
<td>Candidate gives little information concerning student, mainly age and grade.</td>
<td>Candidate describes student’s academic needs as well as age, grade and disability.</td>
<td>Candidate describes student’s academic and family background if appropriate and clearly describes the status of the student.</td>
<td>Candidate describes student’s academic, familial, medical background if appropriate and clearly describes the status of the student.</td>
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<td>CEC 1 InTASC 1, 2</td>
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<td><strong>Description of problem behavior(s) with data</strong></td>
<td>Candidate identifies a behavior that is outside of the school’s range or does not provide supporting data.</td>
<td>Candidate identifies a behavior but does not hypothesize the function of the behavior and does not provide data.</td>
<td>Candidate defines a problem behavior and related hypothesized function of the behavior, but does not provide data in a graphic form.</td>
<td>Candidate defines a problem behavior and the hypothesized function of the behavior by referencing given assessment and provides data in graphic form to support the concern.</td>
<td>Candidate defines problem behavior and the hypothesized function of the behavior by referencing given assessment and provides data in graphic form to support the concern.</td>
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<td>CEC 2, 4 InTASC 1, 2, 3</td>
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<td><strong>Identifies antecedents to and consequences of behavior</strong></td>
<td>Candidate either does not identify the antecedent to the behavior and consequences OR conclusions are inappropriate.</td>
<td>Candidate is partially successful at identifying the antecedent to the behavior and consequences of the behavior.</td>
<td>Candidate identifies the antecedent to the behavior, the behavior, and generic consequences of the behavior.</td>
<td>Candidate discusses the antecedent to the behavior, the behavior, and the intended and unintended consequences of the behavior for the student only.</td>
<td>Candidate discusses the antecedent to the behavior, the behavior, and intended and unintended consequences of the behavior for the student and other stakeholders.</td>
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<td>CEC 2 InTASC 1, 2, 3</td>
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<td><strong>Replacement behavior or skills</strong></td>
<td>Candidate does not identify a replacement behavior that is related to the function of the problem behavior.</td>
<td>Candidate is partially successful at proposing a replacement behavior that loosely serves the same function as the problem behavior.</td>
<td>Candidate identifies a replacement behavior that serves the same function as the problem behavior.</td>
<td>Candidate identifies and briefly discusses a replacement behavior that serves the same function as the problem behavior.</td>
<td>Candidate identifies a replacement behavior that serves the same function as the problem behavior and explains how it does so.</td>
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<td>CEC 2 InTASC 1, 2, 3</td>
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<td><strong>Progress Monitoring/Data Collection:</strong></td>
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<td><strong>Behavior goal</strong></td>
<td>Candidate writes a goal that is inappropriate; not related to behavior.</td>
<td>Candidate writes a general behavior goal.</td>
<td>Candidate writes a goal that identifies the behavior and conditions or criteria.</td>
<td>Candidate writes a measurable goal that identifies the conditions, behavior and criteria.</td>
<td>Candidate writes a measurable and observable goal that identifies the conditions, behavior and criteria.</td>
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<td>CEC 5 InTASC 1, 2, 3</td>
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<td><strong>How will data be collected?</strong></td>
<td><strong>Unsatisfactory (1)</strong></td>
<td><strong>Emerging (2)</strong></td>
<td><strong>Basic (3)</strong></td>
<td><strong>Proficient (4)</strong></td>
<td><strong>Distinguished (5)</strong></td>
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<tr>
<td>Methods: frequency, duration, latency, response rate</td>
<td>Candidate <strong>does not address how data will be collected.</strong></td>
<td>Candidate is partially successful at explaining how data will be collected, but process may not be appropriate or realistic.</td>
<td>Candidate <strong>identifies how data will be collected</strong> with a generic statement.</td>
<td>Candidate <strong>explains how data will be collected</strong> on the replacement behaviors.</td>
<td>Candidate <strong>explains in detail how data will be collected</strong> on the replacement behaviors referencing methods used.</td>
</tr>
<tr>
<td><strong>Example of data or behavior chart</strong></td>
<td>Candidate either <strong>does not provide or provides a generic example of a data or behavior chart</strong> OR chart is not related to specified behaviors.</td>
<td>Candidate is partially successful at providing an example of a data or behavior chart for related behaviors.</td>
<td>Candidate <strong>provides a generic example of a data or behavior chart</strong> for specified behaviors.</td>
<td>Candidate <strong>provides an example of a data or behavior chart</strong> for specified behaviors.</td>
<td>Candidate <strong>provides an example of a data or behavior chart that is directly aligned</strong> to the specified behaviors.</td>
</tr>
<tr>
<td><strong>BIP Action Plan:</strong></td>
<td>Candidate either <strong>does not provide a plan</strong> OR provides a plan that may not be appropriate to the behaviors OR cannot be followed.</td>
<td>Candidate <strong>provides a plan appropriate to the behaviors</strong> that is not in a logical manner and relies on the special education teacher to implement.</td>
<td>Candidate <strong>provides a step by step plan appropriate to the behaviors</strong> that relies on the special education teacher to implement.</td>
<td>Candidate <strong>provides a step by step plan appropriate to the behaviors</strong> that include the special education and general education teachers as implementers.</td>
<td>Candidate <strong>provides a step by step plan appropriate to the behaviors</strong> that all staff and faculty can follow independently, with fidelity.</td>
</tr>
<tr>
<td><strong>Specific step by step plan</strong></td>
<td>Candidate <strong>does not address who will be responsible for implementing portions of the plan.</strong></td>
<td>Candidate <strong>puts all responsibility on the student</strong> to improve behavior.</td>
<td>Candidate <strong>puts responsibility for interventions</strong> on the student and teacher in generic ways without specifics.</td>
<td>Candidate <strong>identifies who is responsible for each part of the plan</strong> and involves the teacher, student, and administrator.</td>
<td>Candidate <strong>identifies who is responsible</strong> for each part of the plan and involves appropriate stakeholders (teacher, student, family, admin, other supports in the building).</td>
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<tr>
<td><strong>Who is responsible for what? Who is involved in supporting the student as he/she strive to improve their behavior?</strong></td>
<td>Candidate <strong>does not provide a variety of interventions.</strong></td>
<td>Candidate <strong>provides a variety of interventions but does not address the intensity of the behaviors.</strong></td>
<td>Candidate <strong>designates a variety of interventions</strong> which address high OR low intensity behaviors, but may not always be the least intensive behavior management strategies consistent with the exhibited behavior.</td>
<td>Candidate <strong>designates a variety of interventions</strong> which address high and low intensity behaviors and uses the least intensive behavior management strategies consistent with the exhibited behavior.</td>
<td>Candidate <strong>designates a variety of interventions</strong> which address a full range of high, medium and low intensity behaviors and uses the least intensive behavior management strategies consistent with the exhibited behavior.</td>
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<tr>
<td><strong>Interventions address a variety of intensities of behaviors</strong></td>
<td>Candidate <strong>does not provide a variety of interventions.</strong></td>
<td>Candidate <strong>provides a variety of interventions but does not address the intensity of the behaviors.</strong></td>
<td>Candidate <strong>designates a variety of interventions</strong> which address high OR low intensity behaviors, but may not always be the least intensive behavior management strategies consistent with the exhibited behavior.</td>
<td>Candidate <strong>designates a variety of interventions</strong> which address high and low intensity behaviors and uses the least intensive behavior management strategies consistent with the exhibited behavior.</td>
<td>Candidate <strong>designates a variety of interventions</strong> which address a full range of high, medium and low intensity behaviors and uses the least intensive behavior management strategies consistent with the exhibited behavior.</td>
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<tr>
<td><strong>Positive and negative reinforcers or consequences</strong></td>
<td>Candidate <strong>identifies inappropriate reinforcers or consequences.</strong></td>
<td>Candidate <strong>only identifies punitive or negative consequences</strong> that are not specifically tied to the student/FBA information.</td>
<td>Candidate <strong>identifies only generic reinforcers or consequences</strong> that are not specifically tied to the student/FBA information.</td>
<td>Candidate <strong>identifies reinforcers and consequences that are related to the</strong></td>
<td>Candidate <strong>identifies reinforcers and consequences that are explicitly tied to the student/FBA information.</strong></td>
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<td></td>
<td>Unsatisfactory (1)</td>
<td>Emerging (2)</td>
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<td>Proficient (4)</td>
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<td>Plan Evaluation:</td>
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<td>Data collection and reporting</td>
<td>Candidate does not address how data was collected.</td>
<td>Candidate is partially successful at explaining how data was collected,</td>
<td>Candidate identifies how data was collected and provides in graphic form.</td>
<td>Candidate explains how data was collected on the replacement behaviors and</td>
<td>Candidate explains in detail how data was collected on the replacement behaviors and provides in graphic form.</td>
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<td>but data is incomplete.</td>
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<td>InTASC 1, 2, 3</td>
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<td>Analysis of effectiveness of BIP</td>
<td>Candidate does not provide an analysis of the effectiveness of BIP.</td>
<td>Candidate identifies and is partially successful in analyzing the</td>
<td>Candidate briefly discusses the effectiveness of the BIP referencing data or improvement in student outcomes.</td>
<td>Candidate discusses the effectiveness of the BIP referencing data or improvement in student outcomes but does not address why/how it met student needs or why it was unsuccessful.</td>
<td>Candidate explains in detail the effectiveness of the BIP referencing data or improvement in student outcomes and explaining why/how it met student needs or why it was unsuccessful.</td>
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<td>CEC 1, 4</td>
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<td>effectiveness of BIP but does not reference data.</td>
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<td>InTASC 1, 2, 3</td>
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<tr>
<td>Generalization or maintenance</td>
<td>Candidate does not address generalization nor maintenance of skills.</td>
<td>Candidate provides a general statement of how skills/behavior will be</td>
<td>Candidate identifies how skills/behavior will be generalized or maintained.</td>
<td>Candidate discusses how skills/behavior will be generalized or maintained by giving examples of specialized ongoing monitoring or additional instruction.</td>
<td>Candidate explains in detail how skills/behavior will be generalized or maintained by giving examples of specialized ongoing monitoring or additional instruction.</td>
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<td>of skills</td>
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<td>CEC 5</td>
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<td>InTASC 1, 2, 3</td>
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