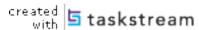
Behavior Intervention Plan Rubric Amended



| | | | | with | askstream |
|----------------------------------|--|---|--|---|-------------|
| | 1 | 2 | 3 | 4 | Score/Level |
| Functional Assessment Plan | Plan, Data Triangulation Chart, and Functional Behavior Analysis. Standards USA- CEC Council for Ex Level: Initial Knowledge ar Area: Individualized Gener Standard with Indicators Standard 7: Instructional P Category: Skills Indicator: | al Education Curricula s: | A completed Behavior Intervention Plan to include Data Triangulation Chart and the Functional Behavior Analysis. The BIP, FBA, and the DTC are to be fully completed with the appropriate terminology. 1-2 grammatical errors. dards (2010) | A completed Behavior Intervention Plan to include Data Triangulation Chart and the Functional Behavior Analysis. The BIP, FBA, and the DTC are to be fully completed with the appropriate terminology. No grammatical errors. | |
| Task Analysis | There is no Antecedent/Behavior/ Consequences chart provided. Standards | An Antecedent/Behavior/Consequences chart is included, but the chart has definite gaps. **Ceptional Children Professional Stan and Skill Sets al Education Curricula s: | Consequences Chart for the target behavior. Only the observed student's initials are used to identify him/her. | A completed Antecedent/Behavior/ Consequences Chart for the target behavior. Only the observed student's initials are used to identify him/her. A clear connection can be seen from the Antecedent through to the Consequences. | |
| Self- | No mention of how the | Some mention of the appropriate | Explain how success of | Explain how success of | |

| | 1 | 2 | 3 | 4 | Score/Level | |
|------------------------------------|--|--|--|---|-------------|--|
| Enhancing Behaviors | be measured or no mention of when the student will know when | behavior needs to be measured or some mention of how the individual student needs to know he/she has achieved the replacement behavior, but there is no complete explanation of either or both. | the individual student will | will be measured, and how the individual student will know when | | |
| | Level: Initial Knowledge an Area: Individualized General Standard with Indicators Standard 7: Instructional Placetegory: Skills Indicator: | al Education Curricula :: | | actions | | |
| Replacement | There is no mention of a | | Desired realistic | Desired realistic | | |
| Behavior | replacement behavior. | replacement behavior. | replacement behavior for the target behavior is clearly stated. | replacement behavior for the target behavior is clearly stated. A reason for the replacement behavior selection is given. | | |
| | Standards | | J. J. (2040) | | | |
| | USA- CEC Council for Exceptional Children Professional Standards (2010) Level: Initial Knowledge and Skill Sets Area: Individualized General Education Curricula Standard with Indicators: Standard 5: Learning Environments/Social Interactions Category: Skills Indicator: | | | | | |
| D | · | pectations for personal and social behavior | - | | | |
| Plan to withdraw reinforcers | There is no mention of a plan to withdraw reinforcers. Standards | A plan to remove reinforcers is mentioned. | A plan to withdraw from the reinforcers to encourage the replacement behavior is clearly stated. | A plan to withdraw from the reinforcers to encourage the replacement behavior is clearly stated. Time frames are clearly stated and a reason for the plan is clearly stated. | | |
| | | ceptional Children Professional Stan | dards (2010) | | | |

| | 1 | 2 | 3 | 4 | Score/Level |
|--|--|--|--|---|-------------|
| | Level: Initial Knowledge an Area: Individualized Genera Standard with Indicators Standard 5: Learning Environ Category: Skills Indicator: ICC5S8 Teach self-advocacy | al Education Curricula : onments/Social Interactions | | | |
| Strategies for promoting transition to appropriate behavior | • | Strategies offered as to how to teach the student to achieve the desired replacement behavior. | Clearly explain how the strategies will be taught to the student to achieve the desired replacement behavior. | to the student to achieve | |
| | Level: Initial Knowledge an Area: Individualized Genera Standard with Indicators Standard 4: Instructional Stategory: Skills Indicator: | al Education Curricula : | | eds | |
| Professional Writing | uses language presented in a professional manner using professional terminology. More than 4 grammar or mechanical errors. Standards | al Education Curricula | in the case study report is presented in a professional manner using professional terminology. 2-3 grammar or mechanical errors. | All written language used in the case study report is presented in a professional manner using professional terminology. No grammar or mechanical errors. | |
| | Standard 9: Professional An Category: Skills Indicator: | | | | |