

Assessment 6 – CEC IGC and IIC Standards 8 (Assessment), Standards 6 (Language), and 2 (Development and Characteristics) Behavior Management Plan

Description: This assessment is based on the development of a Behavior Management Plan (in conjunction with a Functional Behavior Assessment), which addresses CEC standards 8 (Assessment), Standards 6 (Language), and 2 (Development and Characteristics) as informed by the IGC and IIC Knowledge and skills. This assignment demonstrates that the candidates can effectively evaluate, plan, and manage student behavior. The special education teacher understands and applies knowledge of the characteristics and needs of individuals with special needs. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to improve learning experiences and behavior that support the growth and development of individuals with special needs. In addition, special educators understand how language and exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors.

For this particular assignment, candidates are required to demonstrate an understanding of behavior assessment and management with individuals with special needs. This assessment is the Behavior Management Project in SPED 3360. The Behavior Management Project includes the evaluation and assessment of inappropriate behavior and the development of a Behavior Management Plan (BMP) as part of a required course for all candidates seeking certification in EC-12 and supplemental special education. The course is taken during the candidate's junior year. It is one of six courses in Special education and one that focuses on the area of behavior. The candidates gain familiarization with a general overview of behavior issues and behavior disabilities plus behavior modifications and accommodations strategies. This course requires lab time in public school classrooms and candidates engage in these Field Experiences for a minimum of 10 hours, which provides an authentic experience in data collection for these candidates.

Positive Behavioral Intervention Planning Form

Student _____ Age _____ Sex _____
Teacher(s) _____ Grade _____
ASU student(s) _____ Date(s) _____

Reason for intervention plan:

Operational definition of general behavioral characteristics:

Participants (specify names):

() student _____ () special education administrator _____
() family member _____ () general education administrator _____

- () special educator _____ () school psychologist _____
() general educator _____ () other agency personnel _____
() peer(s) _____
() other (specify) _____
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Attach a written document that covers the following topics

Fact Finding

1. **General learning environment:** Describe the student's school class schedule, including any special programs or services.
2. **Problem behavior:** Define the problem behavior(s) in observable, measurable, and countable terms (i.e., topography, event, duration, seriousness, and/or intensity). Include several examples of the behavior.
3. **Setting events:** Describe important things that are happening in the student's life that may be causing the behavior(s) of concern.
4. **Review existing data:** Summarize previously collected information (records review, interviews, observations, and test results) relevant to the behavior(s). Attach additional sheets if necessary.
5. **Language:** Describe the student's language development and the ways in which it can affect student behavior.

Possible Explanations

6. Identify likely antecedents (precipitating events) to the behavior(s).
7. Identify likely consequences that may be maintaining the behavior(s).
8. Identify and describe any academic or environmental context(s) in which the problem behavior(s) does not occur.

Validation

9. **Functional assessment:**
 - a. Check which forms of information were collected on the student. Highlight any additional forms that may be needed to complete the assessment.
 - () **Brief report of review of incident reports, IEP'S, records, etc.**
 - () **ABC (across time and situations)**
 - () **Scatter plot**
 - () Competing pathways analysis
 - () Problem behavior pathways analysis
 - () Curricular analysis
 - () Parent questionnaire/interview
 - () Student questionnaire/interview
 - () Teacher questionnaire/interview (specify who) _____
 - () Other (explain) _____
 - () Other (explain) _____
 - () Other (explain) _____
 - b. Summarize data. Attach additional sheets if necessary.

Planning

10. **Formulate hypothesis statement:** Use either table to determine why the student engages in problem behavior(s), whether the behavior(s) serves single or multiple functions, and what to do about the behavior(s).

	Internal	External
Obtain Something		
Avoid Something		

or

	Attention from Peers/Adults	Tangible	Stimulation	or
Gain				
Escape				

Language needs or concerns	Verbal	Nonverbal
Typical		
Atypical		

11. **Current level of performance:** Describe problem behavior(s) in a way the team will recognize onset and conclusion of behavior. (should include general definition of operational behaviors).
12. **Replacement Behavior:** Describe replacement behavior(s) that are likely to serve the same function as the behavior(s) identified in Step 9.
13. **Measurement procedures for problem behavior(s) and replacement behavior(s):**
1. Describe how (e.g., permanent products, event recording, scatterplot), when, and where student behavior(s) will be measured.
 2. Summarize data by specifying which problem behavior(s) and replacement behavior(s) will be targets for intervention.
14. **Behavioral intervention plan:**
1. Specify goals and objectives (conditions, criteria for acceptable performance) for teaching the replacement behavior(s).
 2. Specify instructional strategies that will be used to teach the replacement behavior(s).

3. Specify strategies that will be used to decrease problem behavior(s) and increase replacement behavior(s).
 4. Identify any changes in the physical environment needed to prevent problem behavior(s) and to promote desired (replacement) behavior(s), if necessary.
 5. Specify extent to which intervention plan will be implemented in various settings; specify settings and persons responsible for implementation of plan.
15. **Evaluation plan and schedule:** Describe the plan and timetable to evaluate effectiveness of the intervention plan.
1. Describe how, when, where, and how often the problem behavior(s) will be measured.
 2. Specify persons and settings involved.
 3. Specify a plan for crisis/emergency intervention, if necessary
 4. Determine schedule to review/modify the intervention plan, as needed. Include dates and criteria for changing/fading the plan.
15. **Timetable:** Describe plan and timetable to monitor the degree to which the plan is being implemented.

Assessment SPED 3360
Behavior Management Project (FBA & PBIP)

Objective: Demonstrate and utilize the skill in applying FBA and PBS strategies

Activity: conduct a Functional Behavioral Assessment and develop a Positive Behavioral Intervention

Plan: Students will work in small groups to complete a comprehensive functional behavioral assessment based on an individual with ELN. Students are expected to follow the format of the FBA and PBIP provided by the special education teacher at the local LEA.

Rating Qualities				
Activity/ CEC Standard	Unacceptable (0) Does not meets standards	Basic (1) Inconsistently meets standards	Proficient (2) Consistently meets standards	Distinguished (3) Consistently exceeds standards
Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. CE standard #3 - ICC3K1, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3	Pre-service teachers included limited references toward beliefs, traditions, and values among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section. 1) Explanations of student behavior indicated cultural bias between the student's family	Pre-service teachers included limited references toward beliefs, traditions, and values among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section. 1) Explanations of student behavior indicated cultural bias between the student's family	Pre-service teacher included acceptable references toward beliefs, traditions, and values within the relationship among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section.	The candidate included multiple acceptable references about beliefs, traditions, and values within the relationship among and between students and their families that may be causing the behavior(s) of concern as listed in the setting events section.

	and the school 2) Explanations of student behavior imposed blame on the families for behavioral challenges.	and the school 2) Explanations of student behavior imposed blame on the families for behavioral challenges.		
Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. (CEC #2) - ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated minimal understanding and use of knowledge of how exceptional conditions interact with human development as evidenced by: 1. Evaluating prior records of an individual with ELN and providing limited documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA. 2. Conducting an environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA.	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated minimal understanding and use of knowledge of how exceptional conditions interact with human development as evidenced by: 1) Evaluating prior records of an individual with ELN and providing limited documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA. 2) Conducting an environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA.	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated acceptable understanding and use of knowledge of how exceptional conditions interact with human development as evidenced by: 1. Evaluating prior records of an individual with ELN and providing documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA. 2. Conducting an environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA. 3. Identifying problem behavior including an operational definition of the behavior as indicated in the fact-finding section	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrates exceptional understanding and use of knowledge of how exceptional conditions interact with human development as evidenced by: 1. Evaluating prior records of an individual with ELN and providing documentation of levels, abilities, and behavioral challenges associated with the individual within the fact-finding section of the FBA. 2. Conducting an environmental and academic evaluation of the classroom where behavioral problems are occurring as indicated in the fact-finding section of the FBA. 3. Identifying problem behavior including an operational definition of the behavior as indicated in the fact-finding section of the FBA. 4. Identify likely antecedents of the problem behavior based on the complication of record reviews, environmental and academic evaluations, and the identification of the problem behavior as

			of the FBA.	indicated in the fact finding section of the FBA.
When necessary, special educators can safely intervene with individuals with ELN in crisis (CEC #5) - CC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5K6, ICC5K7, ICC5K8, ICC5K9, ICC5K10, IIC5K1, IIC5K2, IIC5K3, IIC5K4, IIC5K5, ICC5S8, ICC5S9, ICC5S10, ICC5S11, ICC5S12, ICC5S13, ICC5S14, ICC5S15, ICC5S16, IIC5S1, IIC5S2, IIC5S3, IIC5S4	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated minimal understanding safely intervening with individuals with ELN in crisis as evidenced by: 1. Providing a crisis/emergency plan within the Behavior Intervention Plan that simply addresses the removal of the individual with ELN from the least restrictive environment and indicates where the individual should go.	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated minimal understanding safely intervening with individuals with ELN in crisis as evidenced by: 1. Providing a crisis/emergency plan within the Behavior Intervention Plan that simply addresses the removal of the individual with ELN from the least restrictive environment and indicates where the individual should go.	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated adequate understanding safely intervening with individuals with ELN in crisis as evidenced by: 1. Providing a list of warning signs teachers should watch out for that may indicate an individual with ELN may be in crisis. 2. Providing demonstration and understanding of the crisis cycle by including a brief description within the Behavior Intervention Plan. 3. Providing a crisis/emergency plan within the Behavior Intervention Plan that addresses a safe place for the individual with ELN to go when in crisis.	Candidates presented a functional behavioral assessment and positive behavioral intervention plan where he/she demonstrated exceptional understanding safely intervening with individuals with ELN in crisis as evidenced by: 1. Providing a list of warning signs teachers should watch out for that may indicate an individual with ELN may be in crisis. 2. Providing demonstration and understanding of the crisis cycle by including a brief description within the Behavior Intervention Plan. 3. Providing a crisis/emergency plan within the Behavior Intervention Plan that addresses a safe place for the individual with ELN to go when in crisis. 4. Providing a list of staff and contact information that teachers may contact when the individual with ELN is in crisis (e.g., contact teacher, behavior interventionist for the district, school counselor, etc.)
Special educators conduct and/or evaluate formal and informal assessments of behavior, learning,	Candidates presented minimum understanding of informal and formal assessments of behavior and	Candidates presented minimum understanding of informal and formal assessments of behavior and	Candidates presented acceptable understanding of informal and formal assessments of behavior and	Candidates presented exceptional understanding of informal and formal assessments of behavior and designing learning experiences that support

<p>achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.(CEC # 8) - ICC8K1, ICC8K2 ICC8K3, ICC8K4 IIC8K2, IIC8K3, ICC8S1, ICC8S4 ICC8S5, ICC8S6 ICC8S7, ICC8S8 ICC8S9, IIC8S1 IIC8S4, IIC8S6 IIC8S7,</p>	<p>designing learning experiences that support growth and development as demonstrated by conducting a functional behavioral assessment by:</p> <ol style="list-style-type: none"> 1. Providing a summary of the information included in the fact-finding section of the FBA that is unclear. 2. Directly observing the behavior by a single observant less than two occasions. 3. Compiling information from two forms of direct or indirect data collection methods (i.e., ABC chart, scatterplot, competing pathways chart, interviews). 4. Developing a hypothesis chart that inadequately identifies function of the behavior. 	<p>designing learning experiences that support growth and development as demonstrated by conducting a functional behavioral assessment by:</p> <ol style="list-style-type: none"> 1. Providing a summary of the information included in the fact-finding section of the FBA that is unclear. 2. Directly observing the behavior by a single observant less than two occasions. 3. Compiling information from two forms of direct or indirect data collection methods (i.e., ABC chart, scatterplot, competing pathways chart, interviews). 4. Developing a hypothesis chart that inadequately identifies function of the behavior. 	<p>designing learning experiences that support growth and development as demonstrated by conducting a functional behavioral assessment that:</p> <ol style="list-style-type: none"> 1. Providing a clear summary of the information included in the fact-finding section of the FBA. 2. Directly observing the behavior and including inter-observer agreement ratios less than 90%, on more than two occasions within the summary 3. Compiling information from at least three forms of direct AND indirect data collection methods (i.e., ABC chart, scatterplot, competing pathways chart, interviews). 4. Developing a hypothesis chart that appropriately identifies function of the behavior. 5. Presenting suggestions for appropriate replacement behaviors that are directly related to the function of the behavior. 	<p>growth and development as demonstrated by conducting a functional behavioral assessment that:</p> <ol style="list-style-type: none"> 1. Providing a clear summary of the information included in the fact-finding section of the FBA. 2. Directly observing the behavior and including inter-observer agreement ratios of 90% or higher on more than two occasions within the summary. 3. Compiling information from at least four forms of direct AND indirect data collection methods (i.e., ABC chart, scatterplot, competing pathways chart, interviews). 4. Developing a hypothesis chart that appropriately identifies function of the behavior. 5. Presenting suggestions for appropriate replacement behaviors that are directly related to the function of the behavior.
<p>Special educators understand typical and atypical language development and the ways in which</p>	<p>Candidates presented minimum understanding of typical and atypical language development and its</p>	<p>Candidates presented some understanding of typical and atypical language development and its</p>	<p>Candidates presented a reasonable understanding of typical and atypical language development and its relation to</p>	<p>Candidates presented a reasonable understanding of typical and atypical language development and its relation to behavior.</p> <ol style="list-style-type: none"> 1. In addition candidates

it can affect student behavior. (CEC # 8) - ICC6K1, ICC6K2, ICC6K3, ICC6K4, IIC6K1, IIC6K2, ICC6S1, ICC6S2, IIC6S1, IIC6S2, IIC6S3	relation to behavior.	relation to behavior.	behavior. 1. In addition candidates use individualized strategies to enhance language development and teach communication skills to individuals with ELN. 2. Candidates are familiarity with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs and discuss their potential for students with behavior concerns. 3. Candidates match communication methods to an individual's language proficiency and cultural and linguistic differences.	use individualized strategies to enhance language development and teach communication skills to individuals with ELN. 2. Candidates are familiarity with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs and discuss their potential for students with behavior concerns. 3. Candidates match communication methods to an individual's language proficiency and cultural and linguistic differences. 3. Candidates discuss effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.
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Finding: Given that the second year data has recently been collected, program faculty have not had the opportunity to full analyze the data. When additional time and data are available faculty will review and make recommendations for course and if needed program changes.

Interpretation of data: The attached table presents undergraduate program data for up to three years. In this case the data relating to our current undergraduate program has only two years of data collected. This assessment had initial data collected in the Fall of 2009. Below is the assessment documentation table: This table presents undergraduate program data for two years and list overall scores by CEC standard and by proficiency standards. As more data is available faculty will review and make recommendations for program and course improvement. Areas currently in review for strengthening in this course are **CEC standard #3 & CEC standard #5.**

Assessment 6 - Behavior Management Plan by Rating Qualities					CEC
Activity/ CEC Standard	Unacceptable (0) Does not meet standards	Basic (1) Inconsistently meets standards	Proficient (2) Consistently meets standards	Distinguished (3) Consistently exceeds standards	Standard Average
Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. CEC standard #3 - ICC3K1, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3	Fall 2011 0 Fall 2010 0 Fall 2009 0	0 5 2	0 23 15	0 0 0	1.82 1.88
Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN. (CEC #2) - ICC2K1, ICC2K2, ICC2K3, ICC2K4, ICC2K5, ICC2K6, ICC2K7, IIC2K1, IIC2K2, IIC2K3, IIC2K4, IIC2K5	Fall 2011 0 Fall 2010 0 Fall 2009 0	0 0 1	0 25 15	0 3 1	2.11 2.00
When necessary, special educators can safely intervene with individuals with ELN in crisis (CEC #5) - CC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5K6, ICC5K7, ICC5K8, ICC5K9, ICC5K10, IIC5K1, IIC5K2, IIC5K3, IIC5K4, IIC5K5, ICC5S8, ICC5S9, ICC5S10, ICC5S11, ICC5S12, ICC5S13, ICC5S14, ICC5S15, ICC5S16, IIC5S1, IIC5S2, IIC5S3, IIC5S4	Fall 2011 0 Fall 2010 0 Fall 2009 0	0 5 0	0 23 17	0 0 0	1.82 1.88
Special educators conduct and/or evaluate formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. (CEC # 8) - ICC8K1, ICC8K2, ICC8K3, ICC8K4, IIC8K2, IIC8K3, ICC8S1, ICC8S4, ICC8S5, ICC8S6, ICC8S7, ICC8S8, ICC8S9, IIC8S1, IIC8S4, IIC8S6, IIC8S7,	Fall 2011 0 Fall 2010 0 Fall 2009 0	0 0 5	0 20 12	0 8 0	0.00 2.29 1.71
Special educators understand typical and atypical language development and the ways in which it can affect student behavior. (CEC # 8) - ICC6K1, ICC6K2, ICC6K3, ICC6K4, IIC6K1, IIC6K2, ICC6S1, ICC6S2, IIC6S1, IIC6S2, IIC6S3	Fall 2011 0 Fall 2010 0 Fall 2009 0	0 0 0	0 28 17	0 0 0	0.00 2.00 2.00

Activity/ CEC Standard	Score Possible	Fall 2009 N= 17	Fall 2010 N= 28	Fall 2011 N=	Three year Average
CEC standard #3 - Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.	3	1.88	1.82		1.85
CEC #2 - Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN.	3	2.00	2.11		2.06
CEC #5 - When necessary, special educators can safely intervene with individuals with ELN in crisis	3	1.88	1.82		1.85
CEC # 8 - Special educators conduct and/or evaluate formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.	3	1.71	2.29		2.00

CEC # 6 - Special educators understand typical and atypical language development and the ways in which it can affect student behavior.	3	2.00	2.00		2.00
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Rubric points - grade % total points

1.1	- 70.0 %
1.2	- 72.5
1.3	- 74
1.4	- 75.5
1.5	- 77
1.6	- 78.5
1.7	- 80
1.8	- 81.5
1.9	- 83
2.0	- 84.5
2.1	- 86
2.2	- 87.5
2.3	- 89
2.4	-90.5
2.5	- 92
2.6	- 93.5
2.7	- 95
2.8	- 96.5
2.9	- 98
3.0	- 100%

Behavior Management Plan				
Year	Unsatisfactory Does not or inconsistently meets standards.	Basic Meets minimal standards.	Proficient Consistently meets standards.	Distinguished Consistently exceeds standards.
Fall 2009	N = 0 (0%)	N = 0 (0%)	N = 17 (100%)	N = 0 (0%)
Fall 2010	N = 0 (0%)	N = 5 (18%)	N = 20 (71%)	N = 3 (11%)
Fall 2011	N = (%)	N = (%)	N = (%)	N = (%)
Totals	0	5	37	3