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

Description: This assessment is a 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 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)	
Attach a written document that cove	ers the following topics
Fact Finding	
	t: Describe the student's school class schedule, including any
	problem behavior(s) in observable, measurable, and
	ny, event, duration, seriousness, and/or intensity). Include
several examples of the behavior	
3. Setting events: Describe importation causing the behavior(s) of conc	rtant things that are happening in the student's life that may be
` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` ` `	rize previously collected information (records review,
	est results) relevant to the behavior(s). Attach additional sheets
5. Language: Describe the student	t's language development and the ways in which it can affect
student behavior.	
Possible Explanations	
6. Identify likely antecedents (pre-	cipitating events) to the behavior(s).
	at may be maintaining the behavior(s).
	emic or environmental context(s) in which the problem
behavior(s) does <u>not</u> occur.	
Validation	
9. Functional assessment:	
	on were collected on the student. Highlight any additional
forms that may be needed to com	•
• • • • • • • • • • • • • • • • • • • •	incident reports, IEP"S, records, etc.
() ABC (across time and situ () Scatter plot	rations)
() Competing pathways analys	sis
() Problem behavior pathways	
() Curricular analysis	
() Parent questionnaire/intervi	iew
() Student questionnaire/interv	
() Teacher questionnaire/inter	view (specify who)
() Other (explain)	
b. Other (explain)b.	mal sheets if necessary
5. Summarize data. Attach additio	mai siloots ii ilootssai y.

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

	and the school	and the school		
	2) Explanations of	2) Explanations of		
	student behavior	student behavior		
	imposed blame on	imposed blame on		
	the families for	the families for		
	behavioral	behavioral		
	challenges.	challenges.		
Special educators	Candidates	Candidates	Candidates presented	Candidates presented a
understand how	presented a	presented a	a functional	functional behavioral
exceptional	functional	functional	behavioral assessment	assessment and positive
conditions can	behavioral	behavioral	and positive	behavioral intervention
interact with the	assessment and	assessment and	behavioral	plan where he/she
domains of human	positive behavioral	positive behavioral	intervention plan	demonstrates exceptional
development and	intervention plan	intervention plan	where he/she	understanding and use of
they use this	where he/she	where he/she	demonstrated	knowledge of how
knowledge to	demonstrated	demonstrated	acceptable	exceptional conditions
respond to the	minimal	minimal	understanding and use	interact with human
varying abilities	understanding and	understanding and	of knowledge of how	development as evidence
and behaviors of	use of knowledge of	use of knowledge of	exceptional conditions	by:
individuals with	how exceptional	how exceptional	interact with human	1. Evaluating prior record
ELN. (CEC #2) -	conditions interact	conditions interact	development as	of an individual with
ICC2K1, ICC2K2,	with human	with human	evidenced by:	ELN and providing
ICC2K3, ICC2K4,	development as	development as	1. Evaluating prior	documentation of leve
ICC2K5, ICC2K6,	evidenced by:	evidenced by:	records of an	abilities, and behavior
ICC2K7, IIC2K1,	1. Evaluating prior	evidenced by.	individual with	challenges associated
IIC2K2, IIC2K3,	records of an	1) Evaluating prior	ELN and providing	with the individual
IIC2K4, IIC2K5	individual with	records of an	documentation of	with the marvidual within the fact-finding
nczk+, nczk3	ELN and	individual with	levels, abilities, and	section of the FBA.
	providing limited	ELN and	behavioral	2. Conducting an
	documentation of	providing limited	challenges	environmental and
	levels, abilities,	documentation of	associated with the	academic evaluation of
	and behavioral	levels, abilities,	individual within	the classroom where
	challenges	and behavioral	the fact-finding	behavioral problems a
	associated with	challenges	section of the FBA.	occurring as indicated
	the individual	associated with the		the fact-finding section
	within the fact-	individual within	environmental and	of the FBA.
	finding section of		academic evaluation	
	the FBA.	the fact-finding section of the	of the classroom	3. Identifying problem behavior including an
	2. Conducting an	FBA.	where behavioral	_
	environmental and			operational definition of the behavior as indicated
		2) Conducting an environmental and	problems are	
	academic		occurring as	in the fact-finding section of the FBA.
	evaluation of the	academic	indicated in the	
	classroom where	evaluation of the	fact-finding section	4. Identify likely
	behavioral	classroom where	of the FBA.	antecedents of the
	problems are	behavioral	3. Identifying problem	problem behavior base
	occurring as	problems are	behavior including	on the complication of
	indicated in the	occurring as	an operational	record reviews,
	fact-finding	indicated in the	definition of the	environmental and
	section of the	fact-finding	behavior as	academic evaluations,
	FBA.	section of the	indicated in the	and the identification of
		FBA.	fact-finding section	the problem behavior a

When necessary, special educators can safely intervene with individuals with ELN in crisis (CEC #5) - CC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5, ICC5K6, ICC5K7, ICC5K8, ICC5K1, IIC5K1, IIC5K2, IIC5K3, IIC5K4, IIC5K5, ICC5S8, ICC5S9, ICC5S10, ICC5S11, ICC5S12, ICC5S13, ICC5S14, ICC5S15, ICC5S14, ICC5S15, ICC5S16, IIC5S1, IIC5S2, IIC5S3, 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	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	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	indicated in the fact finding section of the FBA. 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
	Intervention Plan that simply addresses the removal of the individual with ELN from the least restrictive	Intervention Plan that simply addresses the removal of the individual with ELN from the least restrictive	ELN may be in crisis. 2. Providing demonstration and understanding of the crisis cycle by including a brief	within the Behavior Intervention Plan. 3. Providing a crisis/emergency plan within the Behavior Intervention Plan that addresses a safe place
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

achievement, and designing learning designing learning designing learning growth and development experiences that as demonstrated by environments to experiences that experiences that design learning support growth and support growth and support growth and conducting a functional experiences that development as development as development as behavioral assessment that: demonstrated by support the growth demonstrated by demonstrated by 1. Providing a clear and development of conducting a conducting a conducting a summary of the individuals with functional functional functional behavioral information included in behavioral the fact-finding section ELN.(CEC # 8) behavioral assessment that: ICC8K1, ICC8K2 assessment by: assessment by: 1. Providing a clear of the FBA. ICC8K3, ICC8K4 summary of the 2. Directly observing the 1. Providing a information IIC8K2, IIC8K3, summary of the 1. Providing a behavior and including ICC8S1, ICC8S4 information summary of the included in the factinter-observer agreement included in the ratios of 90% or higher ICC8S5, ICC8S6 information finding section of on more than two ICC8S7, ICC8S8 fact-finding included in the the FBA. ICC8S9, IIC8S1 section of the fact-finding 2. Directly observing occasions within the IIC8S4, IIC8S6 FBA that is section of the FBA the behavior and summary. that is unclear. 3. Compiling information IIC8S7, unclear. including inter-2. Directly 2. Directly observing from at least four forms observer agreement observing the the behavior by a ratios less than of direct AND indirect behavior by a single observant 90%, on more than data collection methods single observant less than two two occasions (i.e., ABC chart, less than two occasions. within the summary scatterplot, competing 3. Compiling 3. Compiling pathways chart, occasions. information from information from at 3. Compiling interviews). information from two forms of direct least three forms of 4. Developing a hypothesis two forms of or indirect data direct AND indirect chart that appropriately identifies function of the direct or indirect collection methods data collection data collection (i.e., ABC chart, methods (i.e., ABC behavior methods (i.e., scatterplot, chart, scatterplot, ABC chart, competing competing 5. Presenting suggestions pathways chart, pathways chart, scatterplot, for appropriate interviews). competing interviews). replacement behaviors pathways chart, 4. Developing a 4. Developing a that are directly related hypothesis chart hypothesis chart interviews). to the function of the 4. Developing a that inadequately that appropriately behavior. hypothesis chart identifies function identifies function that inadequately of the behavior. of the behavior. identifies 5. Presenting function of the suggestions for behavior. appropriate replacement behaviors that are directly related to the function of the behavior. Special educators Candidates Candidates Candidates presented Candidates presented a understand typical presented minimum presented some a reasonable reasonable understanding and atypical understanding of understanding of understanding of of typical and atypical language typical and atypical typical and atypical typical and atypical language development and language its relation to behavior. development and language language development

development and its

and its relation to

1. In addition candidates

the ways in which

development and its

it can affect student	relation to behavior.	relation to behavior.	behavior.	use individualized
behavior. (CEC #			1. In addition	strategies to enhance
8) - ICC6K1,			candidates use	language development
ICC6K2,			individualized	and teach
ICC6K3, ICC6K4,			strategies to	communication skills to
IIC6K1, IIC6K2,			enhance language	individuals with ELN.
ICC6S1, ICC6S2,			development and	2. Candidates are
IIC6S1, IIC6S2,			teach	familiarity with
IIC6S3			communication	augmentative,
			skills to individuals	alternative, and assistive
			with ELN.	technologies to support
			2. Candidates are	and enhance
			familiarity with	communication of
			augmentative,	individuals with
			alternative, and	exceptional needs and
			assistive	discuss their potential
			technologies to	for students with
			support and	behavior concerns.
			enhance	3. Candidates match
			communication of	communication methods
			individuals with	to an individual's
			exceptional needs	language proficiency
			and discuss their	and cultural and
			potential for	linguistic differences.
			students with	3. Candidates discuss
			behavior concerns.	effective language
			3. Candidates match	models and they use
			communication	communication
			methods to an	strategies and resources
			individual's	to facilitate
			language	understanding of subject
			proficiency and	matter for individuals
			cultural and	with ELN whose
			linguistic	primary language is not
			differences.	English.
	<u> </u>		•	

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	Unaccepta Does not standar	meets	Basic (1) Inconsistently meets standards	Proficient (2) Consistently meets standards	Distinguished (3) Consistently exceeds standards	Standard Average
Special educators understand that the beliefs,	Fall 2011	0	0	0	0	
traditions, and values across and within cultures can affect relationships among and between students, their	Fall 2010	0	5	23	0	1.82
families, and the school community. CEC standard #3 - ICC3K1, ICC3K2, ICC3K3, ICC3K4, ICC3K5, IIC3K1, IIC3K2, IIC3K3	Fall 2009	0	2	15	0	1.88
Special educators understand how exceptional	Fall 2011	0	0	0	0	
conditions can interact with the domains of human development and they use this knowledge to respond	Fall 2010	0	0	25	3	2.11
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 2009	0	1	15	1	2.00
When necessary, special educators can safely	Fall 2011	0	0	0	0	
intervene with individuals with ELN in crisis (CEC						1.03
#5) - CC5K1, ICC5K2, ICC5K3, ICC5K4, ICC5K5,	Fall 2010	0	5	23	0	1.82
ICC5K6, ICC5K7, ICC5K8, ICC5K9, ICC5K10, IIC5K1, IIC5K2, IIC5K3, IIC5K4, IIC5K5, ICC5S8, ICC5S9, ICC5S10,ICC5S11, ICC5S12, ICC5S13, ICC5S14, ICC5S15, ICC5S16, IIC5S1, IIC5S2, IIC5S3, IIC5S4	Fall 2009	0	0	17	0	1.88
Special educators conduct and/or evaluate formal and	Fall 2011	0	0	0	0	0.00
informal assessments of behavior, learning, achievement, and environments to design learning	Fall 2010	0	0	20	8	2.29
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 2009	0	5	12	0	1.71
Special educators understand typical and atypical	Fall 2011	0	0	0	0	0.00
language development and the ways in which it can affect student behavior. (CEC # 8) - ICC6K1, ICC6K2,	Fall 2010	0	0	28	0	2.00
ICC6K3, ICC6K4, IIC6K1, IIC6K2, ICC6S1, ICC6S2, IIC6S1, IIC6S2, IIC6S3	Fall 2009	0	0	17	0	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	3	2.00	2.00	2.00
student behavior.				

Rubric points - grade % total points 1.1 - 70.0 %

- 72.5 1.2
- 1.3 - 74
- 1.4 - 75.5
- 1.5 - 77
- 78.5 1.6
- 80 **1.7**
- 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
- 96.5 2.8
- 2.9 - 98
- 3.0 - 100%

Behavior Management Plan							
Year	Unsatisfactory	Basic	Proficient	Distinguished			
	Does not or	Meets minimal	Consistently	Consistently			
	inconsistently meets	standards.	meets	exceeds			
	standards.		standards.	standards.			
Fall 2009	N = 0 (0%)	N = 0 (0%)	N = 17	N = 0 (0%)			
			(100%)				
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			